

# CAUT/ACPPU BULLETIN

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## Liberals promise change

### Positive response to election lobbying

Tim Stutt

"Change must be the number one priority on the new government's agenda. If there is one explanation that I would give for the election results, it is the electorate's overwhelming desire to see a change in the federal government's approach to governing. University teachers want to see change in Ottawa's approach to post-secondary education and research."

That was the reaction of CAUT President Alan Andrews to the decisive victory of the Liberal Party in the October 25th federal election. The Liberals under Jean Chrétien succeeded in electing 177 MPs, 29 more than is necessary to form a majority government in the 295-member House of Commons.

#### Question of political will

"Prime Minister Chrétien may have difficulties in bringing change to some areas of government," said Professor Andrews, "but that should not be a problem for higher education and R&D. It's simply a matter of political will and the will appears to be there."

"One of the striking things about the responses of the political parties to CAUT's election questionnaire is that they all

recognize the importance of education and research for Canada's future. Furthermore I am sure that the election lobbying of CAUT members at the local and provincial levels brought the message home to many politicians who will soon take their seats on both sides of the House of Commons."

The desire for change is obvious in looking at the election results (found on page 7) for the 93 ridings across Canada which have or are in close proximity to a university. The Liberals swept 64 of these ridings while the Reform party took nine, the New Democrats won four and the Conservatives were victorious in only two. Change was also a factor in Québec, where the Bloc Québécois won 14 of Québec's 20 university ridings.

#### Active prof lobby

University faculty associations across Canada were active in lobbying candidates on higher education issues. Manitoba professors formed the broad-based, non-partisan Target Education Coalition with other groups in the province to promote debate of post-secondary education issues during the election.

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Shaking Hands - Liberal leader Jean Chrétien shakes hands with supporters during campaigning in London, Ont. (CP Photo, Tom Hanson)

## Keeping journalism

### Western's school of journalism to remain open

Lisa R. Duhaime

Bulletin Staff

The imperiled journalism school at the University of Western Ontario will be operating as usual in 1994 after beating back a closure attempt by the university's administration.

On October 29 the university's board of governors defeated the closure proposal by voting 13-12 in favour of retaining the graduate school. The 13-12 vote, announced after more than two hours of debate, went against the September 29 recommendation from the university senate that the school be closed to cut costs.

Clause 20 of the University Act states that "on the recommendation of Senate, the Board may establish or terminate academic units, departments, chairs and programs of instruction in the university."

Board members who voted in favour of keeping the school open rejected the financial arguments advanced by the administration and also questioned the idea that the school, founded in 1946, was a low priority for the university.

The University of Western Ontario's Faculty Association president Archie Young reminded the board of governors, in a letter dated 2 days before the October board meeting, that the University Act gave the board the special responsibilities of "determining that the institution's fiscal management is sound... and insuring that the University's actions are consistent with the public's interests."

The letter went on to say that the Association did not assume that the board would or should "rubber-stamp" senate's recommendation.

Although Young does not deny that vertical cuts may be necessary the main concern of the Faculty Association is that there is no existing suitable policy outlining how those cuts should be determined.

In a November 2 statement Young noted that "the absence of such a policy encouraged the administration to propose a cut that lacked a clear and convincing rationale. Uneasiness about that fact was reflected in the Senate Committee on University Planning, where the administration's proposal was only narrowly supported (6 to 5), and at the Board, where there was enough concern to defeat it. In the aftermath of all this, the University's first item of business should be clear: it must establish a formal policy on vertical cuts, and one in which everyone, including members of the Faculty Association, can have confidence."

## Les Libéraux promettent du changement

### Une réponse positive au lobbying électoral

Tim Stutt

«La première priorité du nouveau gouvernement doit être le changement. Mon interprétation des résultats des élections est que les électeurs souhaitent massivement une nouvelle façon de gouverner de la part du fédéral. Les professeurs d'université veulent que le gouvernement fédéral modifie sa façon de voir l'enseignement post-secondaire et la recherche.»

C'est en ces termes que le président de l'ACPPU, Alan Andrews, a réagi à la victoire décisive du parti Libéral aux élections fédérales du 25 octobre. Les Libéraux de Jean Chrétien ont réussi à faire élire 177 députés, soit 29 de plus que le nombre suffisant pour former un gouvernement

majoritaire à la Chambre des communes où siègent 295 députés.

#### Une question de volonté politique

«Le premier ministre Chrétien aura peut-être de la difficulté à modifier certains secteurs de l'appareil gouvernemental», a déclaré M. Andrews. «Cela ne devrait toutefois pas être un problème dans le cas de l'enseignement supérieur et de la R&D. Tout est dans la volonté politique et elle semble être présente.»

«Dans les réponses des partis politiques au questionnaire sur les élections de l'ACPPU, il est surprenant de constater qu'ils ont tous reconnu l'importance de l'éducation et de la

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## Nobel winner heard news on radio

By Pete McMartin  
and Margaret Munro

Vancouver — The 1993 winner of the Nobel Prize for chemistry arrives at his first press conference wearing black polyester pants, a non-descript short-sleeved leisure shirt, and black socks poking out of Birkenstock sandals.

The news of his win appears to have permanently creased his face into a big grin. It is 11 a.m. and he has already had a couple of glasses of champagne.

"When I got the news this morning," University of British Columbia professor Michael Smith said, "I was stark-naked."

This Nobel laureate — a West Coast kind of academic — sleeps in the buff.

His day had been running late. He overslept. He missed the frantic early morning calls from the Royal Swedish Academy of Sciences informing him of his win.

"My clock radio normally goes off at 6 a.m. but for some reason, it went off at 10 to seven today. So I was lying in bed stark-naked, listening to the radio to find out if the Blue Jays had won last night, when the news came on about the Nobel prize.

"And then the phone started ringing."

By 9:30 a.m., the university's public

affairs office had already logged 56 calls for information on Smith. His fax machine had churned out a two-inch thick slab of congratulatory notes from around the world. His morning visit to his lab turned into an impromptu backslapping celebration with friends, co-workers and his former wife, Helen, from whom Smith has been separated for 13 years. A lab technician, she works down the hall from Smith.

"We are all awfully proud of Michael," she said, and meant it.

Smith's was a popular win. He appears to be one of those rare birds in the academic zoo — a scientist with his head in the clouds and his feet firmly on the ground.

On the one hand, Smith, 61, has the reputation as a workaholic and perfectionist, an organizational genius who arrives for work before 8 a.m. every day and often staying in his office well into the evening.

He heads an extensive network of 200 research scientists and technicians across the country working on protein engineering. He also heads the university's Biotechnology laboratory, a magnet for young scientists lured back to Canada by Smith's reputation. The energy he devotes to his work astounds his colleagues. Some say privately that

his long hours in the lab probably contributed to the breakup of his marriage.

On the other hand, Smith epitomizes the unfettered West Coast style of life. He hikes. He loves sailing, having crossed the Atlantic and last year sailing the Turkish coast. (One friend ventured that some of the \$500,000 in Nobel prize money Smith won will go toward a sailboat.) A skier, he keeps a condominium at Whistler, and a cottage at Bliss Landing on the Sunshine Coast. He likes good wine, good restaurants, and enjoys the symphony.

For all this, Smith has kept a common touch. He is, by all accounts, just a normal guy.

Smith grew up poor in Blackpool, England, where he was born. His life there forever tilted his political leanings: he considers himself a socialist, with a first-hand experience of the underdog.

"Both my parents had to go to work in their teens: my father was a market gardener, my mother a bookkeeper. My parents couldn't pay for my schooling, but they said if I could win scholarships, I could continue my education."

(Reprinted with permission, *The Vancouver Sun*, October 14, 1993.)



Oct. 13 - Smiling Prize Winner - Dr. Michael Smith smiles as he receives congratulations by phone from colleagues around the world. (CP photo, Chuck Stoddy)

## Un Canadien et un Américain décrochent le Nobel de chimie

Stockholm (Reuter-AP) — Le Canadien Michael Smith et l'Américain Kary Mullis se sont vu décerner le prix Nobel de chimie 1993 pour l'élaboration de deux méthodes d'étude des molécules d'ADN, décisives en génie génétique.

«Les méthodes chimiques que Kary Mullis et Michael Smith ont élaborées séparément pour étudier les molécules d'ADN du message héréditaire ont encore accéléré le rapide essor du génie génétique», a souligné l'Académie royale des Sciences de Suède dans un communiqué.

«Ces deux méthodes ont fortement stimulé la recherche biochimique fondamentale et donné lieu à de nouvelles applications en médecine et en biotechnologies», a-t-elle ajouté. Kary Mullis, 48 ans, directeur à la société Xytrox de San Diego (Californie), a été distingué pour son invention de la méthode PCR (polymérase chain reaction), une avancée technique qui a inspiré le romancier américain Michael Crichton pour son *Parc jurassique*.

Grâce à la PCR, les chercheurs peuvent en effet produire l'ADN d'animaux disparus depuis des millions d'années en utilisant la méthode PCR sur des matériaux fossiles.

Présentée pour la première fois en 1985, la PCR est déjà l'une des méthodes les plus répandues d'analyse de l'ADN.

«Elle permet de multiplier plusieurs millions de fois dans une éprouvette un segment isolé d'ADN d'un message héréditaire compliqué, ce qui est d'une très grande importance en recherche biochimique et génétique», selon l'Académie suédoise.

Pour les diagnostics médicaux, cette méthode est par exemple utilisée pour découvrir la présence du virus

du sida ou de gènes défectueux dans les maladies héréditaires.

Pour les enquêtes policières, la PCR permet d'analyser le contenu d'ADN d'une seule goutte de sang ou d'un cheveu trouvés sur le lieu d'un crime.

Les travaux de Michael Smith, 61 ans, directeur du laboratoire de biotechnologie de l'Université de la Colombie-Britannique, sont à l'origine d'un autre progrès décisif du génie génétique; la mutagenèse dirigée et ses applications dans l'étude des protéines.

Le code génétique qui se trouve programmé dans la molécule d'ADN détermine la nature et la disposition des acides aminés dans une protéine et par conséquent aussi la fonction que doit avoir la protéine.

Grâce à la méthode de Michael Smith, on peut reprogrammer le code génétique et, de cette manière, changer les acides aminés spécifiques des protéines, ce qui s'appelle la mutagenèse dirigée.

«Les possibilités d'étude de la structure et de la fonction des molécules de protéines ont été entièrement modifiées et, par là même, les possibilités de fabrication de protéines ayant de nouvelles propriétés», a estimé l'Académie suédoise.

«On essaie, par exemple, d'améliorer la stabilité des protéines afin qu'elles puissent supporter des processus techniques, d'élaborer tout spécialement des anticorps pouvant attaquer des cellules cancéreuses et de modifier des protéines pour créer des semences à croissance rapide.»

Grâce à la mutagenèse dirigée, les chimistes ont réussi à améliorer la stabilité d'une enzyme de détergent, afin qu'elle résiste mieux aux produits chimiques contenus dans l'eau de lessive et aux hautes températures.

## Funding still worries Nobel winner

By Margaret Munro

Vancouver — Michael Smith may have won the Nobel Prize. But he's still worried about funding for his research.

Smith heads a team of protein engineers financed by the Networks of Centres of Excellence program, which recently had its funding slashed in half by the federal government.

"I really am concerned," Smith said. "It would be a tragedy if it didn't get funded."

Smith, 61, a British-born Canadian citizen who is the director of the University of British Columbia's biotechnical laboratory, is the second Canadian in as many years to share a Nobel chemistry prize — and the fourth in the past decade.

He shares the 1993 award with American Kary Mullis, 48, the director of Xytrox Inc. of San Diego, Calif.

The Royal Swedish Academy of Sciences honored the two biochemists for discov-

eries that have "hastened the rapid development of genetic engineering."

They have developed tools that allow researchers to manipulate and determine the function of the smallest microscopic segments of the DNA that makes up the genes in almost all living things.

Their work led to advances in gene technology that helps police identify criminals, identify infections and even synthesize DNA from fossil remains — a scientific advance that inspired author Michael Crichton to write the best-selling thriller *Jurassic Park*.

Smith, who jokingly told reporters he should be back in his office writing grant applications, repeatedly expressed his concern about research funding levels in Canada.

He said he hoped his prize would help persuade government funding agencies to provide more money for science: "To me that would be

one of the best legacies."

Smith's network of 200 scientists and technicians working in university and industry across Canada has spent \$20 million over the past three years gearing up to genetically engineer proteins for use in everything from pulp and paper industry to cancer drugs.

"It would break my heart if they don't renew the funding at the level that it was at," says Smith, whose concern about funding was echoed by university officials.

UBC Science Dean Barry McBride said he hopes Smith's prize will help convince science policy makers of the value of science, and the need for more money for research.

"It's underfunded at the national level, it's underfunded at the provincial level, and it's underfunded at the industrial level."

(Reprinted with permission, *The Vancouver Sun*, October 14, 1993.)



canadian association of university teachers

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October 27, 1993

Professor Michael Smith  
Biotechnology Lab Centre  
University of British Columbia

Dear Professor Smith:

On behalf of the 29,000 members of the Canadian Association of University Teachers, may I offer you our warmest congratulations on the award of the Nobel Prize for Chemistry. I have been at a number of meetings lately, most of which, I am sorry to say, have been marked by a general sense of considerable discouragement at the conditions currently faced by many academics in all fields of endeavour. There have been noticeable moments of uplift, however, even sheer

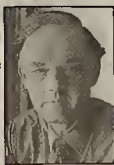
delight, when anyone has mentioned your Nobel Prize. Those who know you have been pleased that it was you, while those who don't have been cheered by the way in which you have talked about your work and your commitment to the importance of academic communities.

Your commitment is of course also ours as an organization. Thus our vicarious pleasure in your fine achievement. Our heartiest congratulations, then, and very best wishes for your future.

Yours sincerely

Alan Andrews  
President





Alan Andrews

## EDITORIAL / ÉDITORIAL

## Can Grits match promise with commitment?

Now that the election is over, cynics will tell us, we should be prepared for the new winners to tell us why it is they won't be keeping their promises. Our finances, we will be told, are in still worse shape than we had been led to believe.

To some extent, though, the election has pre-empted this possibility. Lucien Bouchard insisted on extracting the truth about the deficit for the last year and Kim Campbell herself campaigned on her knowledge of the government's own figures. What then can we expect from the Liberals?

Their election message to people who care about post-secondary education and research was generally encouraging. A persistent theme was "the Liberal tradition of social investment as sound economic policy."

The Liberal campaign also went some way to countering the kind of deficit terrorism which has been used to drive down the basic underpinnings of life for most Canadians in recent years. Public opinion polls repeatedly confirmed that substantial majorities no longer accept that rapid deficit elimination and debt reduction are sensible policy objectives.

On research and development spending, the Liberals' promise to support the doubling of R&D investment in Canada, however, was hedged: "on the understanding that this can take place only as Canada demonstrates its ability to absorb and

manage such an increase." There was also a stronger emphasis on development than on research itself.

There was repetitive rhetoric about networks and partnerships and about the marketing of research, with a commitment to build on the Industrial Research Assistance Program (IRAP), a Canadian Technology Network. The aim clearly is to encourage companies to invest more in research, in joint ventures, and in centres of excellence and so on.

In their answer to the CAUT questionnaire, the Liberals stated that they "believe that university-based research is of fundamental importance to an innovative economy." The commitment to support basic research through the granting councils included simply a promise of stable funding. This promise was repeated with respect to national cultural institutions such as the Canada Council and the CBC. It is clear that pressure for an increased level of funding will have to be sustained.

On the education side, the platform cautiously endorsed the Canadian Learning Forum, though CAUT was told that no federal funds could be committed to it. It also stated that a Liberal government would introduce a voluntary National Achievement Test. Virtually nothing was said about university education, except to indicate that, provincial jurisdiction notwithstanding, a national government

that pays 50 per cent of the cost has a legitimate interest.

In the course of the campaign, M. Chrétien indicated that he would place EPF on a stable footing in the form of a five-year contract. CAUT was also told that a Liberal government would work with CAUT "during the process of renewing the EPF arrangement."

Shortly before the election campaign began Kim Campbell proposed changes to the Canada Student Loans Program for 1994-95 which gave the appearance of increasing program funding. There was an element of smoke and mirrors here, because both the loan limits and the qualifying condition were raised. Under Campbell's proposal full-time students were to be defined as those taking at least 80 per cent of a full course load, as opposed to 60 per cent. However with the defeat of the conservatives Campbell's proposal is thrown into limbo — at least for the moment.

One of the more surprising aspects of the campaign was the failure of the AUCC, despite the assistance of the *Globe & Mail*, to make income contingent loan repayment an issue. Apart from Mel Hurtig, who offered a variation on the scheme by proposing no tuition fees until graduates were earning enough to pay them — the "study now, pay later" option — candidates were understandably reluctant to take up this issue. The

Reform Party, however, declared itself in favour of turning EPF funds into tuition vouchers.

Individual Liberals made even stronger and clearer commitments to higher education. Ted McWhinney, for instance John Turner's successor in Vancouver Quadra, rather than answering our questionnaire, wrote his own letter in which he told CUFA/BC and CIEA/BC: "It is apparent that there has been a serious public underfunding of advanced education and research over the past decade."

He went on to say that "the federal government may have to resume that activist role in advanced education, designed both to establish national standards of excellence and also to remove provincially-imposed clogs on the free advancement of ideas and practice of professions that the federal government largely gave up by the end of the 1970s." One assumes that, unlike some of Preston Manning's Reform candidates, McWhinney was not simply speaking for himself.

Our agenda now must be to remind the Liberals of their platform and their commitments, and of the nature of their contract with the voters, both implicit and explicit. If they want to create the confidence the economy needs, they should not disappoint the electorate. Research and advanced education are the seeds of hope.

## Les Libéraux pourront-ils tenir leurs promesses?

Les élections étant maintenant chose du passé nous diront les cyniques, il faudra nous préparer à ce que l'équipe gagnante nous explique pourquoi elle ne peut tenir ses promesses. Elle nous dira que l'état de nos finances est bien pire que ce que l'on nous a fait croire.

Dans une certaine mesure toutefois, on a devancé cette possibilité pendant la campagne électorale. En effet, Lucien Bouchard a insisté pour que les Conservateurs disent la vérité quant au déficit de la dernière année. Même Kim Campbell a fait campagne en déclarant qu'elle connaissait les chiffres de son gouvernement relatifs au déficit. Que pouvons-nous espérer alors des Libéraux?

En règle générale, le message que les Libéraux ont livré aux citoyens sur l'enseignement postsecondaire et la recherche était encourageant. «La tradition libérale d'investir dans les programmes sociaux pour une saine politique économique» a été un thème souvent répété pendant la campagne libérale.

En outre, pendant la campagne, les Libéraux se sont employés à riposter quelque peu contre l'argument du terrorisme fondé sur le déficit qui aurait mené ces dernières années à l'effritement de la qualité de la vie de la plupart des Canadiens. Les sondages ont confirmé à maintes reprises qu'une grande majorité de gens n'acceptait plus comme un objectif politique sensé la réduction rapide du déficit et de la dette.

En ce qui concerne les dépenses en recherche et développement, les Libéraux ont esquivé leur promesse de doubler le

soutien de l'investissement en R & D au Canada «à condition que cela se fasse seulement lorsque le Canada prouvera qu'il peut absorber et gérer une telle hausse». Ils ont de plus insisté davantage sur le développement que sur la recherche.

Ils ont souvent parlé de création de réseaux et de partenariat, de commercialisation de la recherche en s'engageant à améliorer le Programme d'aide à la recherche industrielle (PARI) qui est un réseau de technologie canadienne. Il est clair que l'objectif visé est d'inciter les compagnies à investir davantage dans la recherche, dans la contrepartie et dans les centres d'excellence.

Su ce point, dans le questionnaire de l'ACPPU, les Libéraux ont donné comme réponse qu'ils croyaient que la recherche effectuée à l'université était fondamentalement importante pour une économie novatrice. L'engagement à soutenir la recherche de base par l'entremise des conseils subventionnaires n'est en fait qu'une promesse de stabiliser le financement. Cette promesse a été répétée dans le cas des institutions culturelles nationales comme le Conseil des arts du Canada et Radio-Canada. De toute évidence, il faudra poursuivre les pressions en faveur d'une hausse du niveau de financement.

En ce qui concerne l'éducation, les Libéraux approuvent, mais avec prudence, le Forum canadien sur le savoir. Ils ont toutefois affirmé à l'ACPPU qu'aucun denier fédéral n'y serait injecté. D'après leur programme également, les Libéraux mettraient en

œuvre une épreuve nationale facultative pour mesurer le rendement scolaire. L'enseignement universitaire n'a suscité pratiquement aucun commentaire si ce n'est que, mise à part la compétence provinciale, l'intérêt d'un gouvernement national est légitime s'il assume la moitié des coûts.

Pendant la campagne, M. Chrétien a fait savoir qu'il stabiliserait le FPE par une entente quinquennale. L'ACPPU a également appris qu'un gouvernement libéral collaborerait avec elle pendant le processus de renouvellement des accords du FPE.

Peu de temps avant le début de la campagne électorale, Kim Campbell a proposé des modifications au Programme canadien de prêts aux étudiants pour 1994-1995, donnant l'impression d'augmenter le budget du programme. Il s'agissait toutefois quelque peu d'un écran de fumée puisque tant le plafond des prêts que les conditions d'admissibilité ont été relevées. Selon le projet de Mme Campbell, on aurait défini les étudiants à temps plein comme ceux suivant au moins 80 p. 100 de cours par opposition à 60 p. 100. Cependant, la défaite du gouvernement conservateur a mis, du moins pour l'instant, le projet sur la glace.

Malgré l'aide du *Globe and Mail*, l'AUCC n'a pas réussi à faire du programme de remboursement des prêts selon le revenu un enjeu électoral. Si l'on excepte Mel Hurtig, qui a proposé une variante du programme selon laquelle les étudiants paieraient leurs frais de scolarité une fois diplômés et lorsque leurs revenus le leur permettraient (l'option «étudier maintenant, payer plus

tard»), les candidats ont à juste titre hésité à aborder la question. Le Reform Party s'est toutefois déclaré en faveur de transformer les crédits au titre du FPE en bons d'études.

Des candidats libéraux ont même fait des promesses plus fermes et plus claires au sujet de l'enseignement supérieur. Ainsi, Ted McWhinney, le successeur de John Turner dans Vancouver Quadra, plutôt que de répondre à notre questionnaire, a envoyé une lettre à la CUFA/BC et à la CIEA/BC dans laquelle il a admis que le gouvernement avait sérieusement sous-financé l'enseignement supérieur et la recherche au cours de la dernière décennie.

Il a ajouté que le gouvernement fédéral pourrait devoir reprendre son rôle dans le domaine de l'enseignement postsecondaire, conçu tant pour établir des normes nationales d'excellence que pour contrer les obstacles imposés par les provinces au libre avancement des idées et de la pratique des professions, rôle que le gouvernement fédéral a largement abandonné vers la fin des années 1970. On présume que McWhinney ne parlait pas seulement en son nom au contraire de certains candidats du parti de Preston Manning.

Ce que nous avons maintenant à l'ordre du jour est de rappeler aux Libéraux leur programme et leurs engagements et la nature du contrat implicite et explicite qu'ils ont conclu avec les électeurs. S'ils veulent créer le climat de confiance dont l'économie a besoin, ils devront éviter de décevoir l'électorat. La recherche et l'enseignement supérieur sont les semences de l'espoir.

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Rosalind Rischborough

## COLLECTIVE BARGAINING AND ECONOMIC BENEFITS

### Statistics Canada data reveal teaching employment pattern

This article presents a picture of the employment pattern of those teaching in Canadian universities based on data provided by Statistics Canada for the year 1990-91.

The year 1990-91 is the latest year for which Statistics Canada has complete data for the whole nation, and also is the first year in which data have been collected for those teaching in our universities on a part-time basis.

#### Total number of faculty 1990-91

As defined by Statistics Canada in its annual survey of teaching staff, in 1990-91 there were 37,421 full-time faculty on campus. Of these, 32,785 (87 per cent) held tenure stream appointments — including 28,004 already granted tenure and 4,781 who are in tenure track appointments in which, after a certain period of time, a tenure review process is required.

Another 4,136 people (11 per cent) have a definite term contract with no formal commitment on the part of the university to renew their contracts. In 1990-91 and earlier, some of these full-time faculty were hired on contracts of less than one year.

Other appointment categories include 126 visiting staff who have a permanent affiliation with another university or organization and 374 on continuing

appointments who are neither in the tenure stream nor on definite term contract.

In 1990-91 Statistics Canada also conducted a survey of part-time teachers in universities. Statistics Canada estimates there were approximately 25,300 faculty in part-time teaching positions, not including those teaching in medical and dental schools.

Part-time teaching staff are defined as those full-time staff appointed for a period of less than 12 months as well as staff appointed on a part-time basis. Thus there is some "double-counting" of an undetermined number of the 4,136 people listed as being on full-time contracts in 1990-91.

It should be stressed that only those actually teaching part-time are included in this survey, whereas the workload of the full-time faculty surveyed by Statistics Canada includes teaching, research and service to the community.

Figure I illustrates the proportion of part-time and full-time faculty for 1990-91. A more detailed description of the characteristics of the part-time teaching faculty will be provided in a future article.

#### Full-time faculty: tenure stream and contract appointments

In 1990-91, out of the 37,421 full-time staff, 13,740 (36.7 per

cent) were in the full-professor rank, 12,703 (33.9 per cent) were in the associate professor rank, 8,004 (21 per cent) were in the assistant professor rank, and 1,331 (3.6 per cent) were in the rank below assistants.

The latter rank is referred to here as the lecturer/instructor rank although other types of faculty are likely to be included. A further 595 people (1.6 per cent) are found in the next which and might also include some instructors.

How lecturers, instructors and counsellors are classified varies from one institution to the next.

In addition to these ranks there are 1,048 (2.8 per cent) not formally ranked, and researchers and professors emerita are likely to form part of this group of faculty.

Figure II shows the percentage of faculty in tenure stream and contract position by rank. For example, more than 90 per cent of full-time faculty are in tenure positions. By contrast, almost 70 per cent of the lecturer/instructor rank and just over

70 per cent of the fifth rank (mainly instructors) are hired on definite term contracts.

#### Full-time faculty: type of appointment by rank

As noted above, there were 4,136 people in contract positions in 1990-91. As Figure III illustrates, the majority (1,851, or 45 per cent) of these people were hired at the assistant level. Half that number (902, or 21 per cent) were employed to teach as lecturers or instructors. Almost the same number of contract employees were hired either as associates (506, 12 per

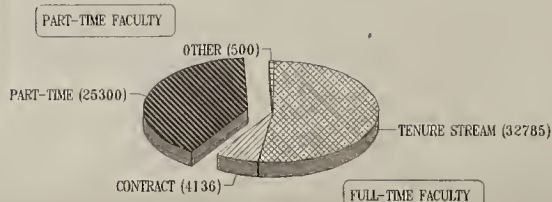
cent) or as instructors (423, 10 per cent).

The distribution of tenured and leading to tenured positions over each rank is quite different. As might be expected, more of these faculty are found in the higher ranks (full and associate professors) than in the lower ranks. Only 6,048 or 18.5 per cent of the 32,785 tenure stream faculty, are employed at the assistant level.

(Rosalind Rischborough is Director of Office and Systems Administration at CAUT).

Figure I

#### TOTAL NUMBER OF FACULTY PART-TIME AND FULL-TIME 1990-91



STATISTICS CANADA UNPUBLISHED DATA. Estimates for Part-time Faculty. Refer to definitions of faculty categories.

Figure II

#### TENURE STREAM AND CONTRACT APPOINTMENTS BY RANK: 1990

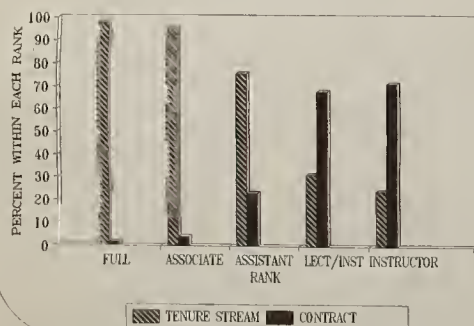
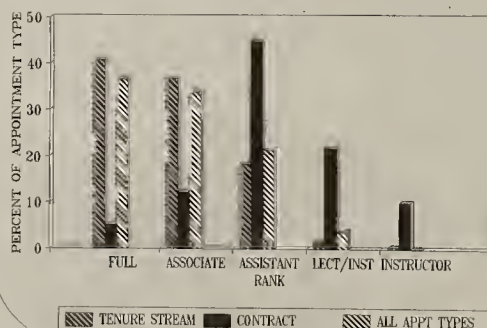


Figure III

#### TYPE OF APPOINTMENT DISTRIBUTED BY RANK 1990



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# TAX FAX

**Robertson  
& Hill**  
Chartered Accountants

To: CAUT Members  
From: Steven Dyck

## Re: Investment and retirement planning

Frequently, people ask how someone nearing the end of their earning years can maximize their tax position as they move into retirement. There are several planning options to consider, both to minimize total taxes as between your spouse and yourself during retirement and to pass wealth on to the next generation with minimal tax cost. This column is the first of several which will introduce a few planning ideas.

One vehicle which every taxpayer should use is a spousal RRSP, as a means of dividing the pool of retirement funds — as much as possible — between the spouses. The first \$1,000 of pension income is eligible for a tax credit, so each spouse should have sufficient pension funds to generate at least \$1,000 of income. If one spouse is earning a significantly larger income than the other, (who frequently is only earning investment income), keep all of the non-working (or lower income) spouse's investments working for you and live off the working spouse's salary. The working spouse should even be paying the tax instalments or year-end tax payments for the other spouse in order to leave that spouse with a larger income-earning pool of investments: such tax payments are not attributed back, and any method to keep income in the non-working spouse's hands will take advantage of the lower tax rates, and thus maximize total after-tax household wealth.

Taxpayers with children, facing the prospect of funding their post-secondary education, can use trusts to split family income, although the rules are complex and require careful professional planning. But registered education savings plans (RESP's) are simple tax-saving devices: contributions are not deductible but they do permit tax-free compounding of interest, with the fund ultimately available to help children in university. If your children work during the summer, help them by matching their summer earnings with an interest-free loan. They can bank their earnings, and earn interest on them at a low (or possibly nil) tax-rate, with no attribution back to you. Meantime, the interest-free loan can be used for tuition or living costs. At graduation, the children can repay the loan from their invested summer earnings.

(Steven Dyck, C.A., is senior manager with Robertson & Hill, chartered accountants in Ottawa. Readers of this article should note that the material presented herein is expressed in general terms. The particular circumstances of any individual's tax situation must also be taken into account. Accordingly, we suggest that no action be taken solely on the basis of the information provided herein and that in many cases professional advice should be obtained.)

## Strike spells severe hardship for faculty in Nigeria

Salaries under military government leave some academics unable to transport themselves to work

As academics in Canadian universities we have experienced problems, especially in recent years, but our problems are small compared to those of our colleagues in the universities of Nigeria.

Nigerian universities are not currently functioning as faculty across the nation have been on strike since May 3 of this year. To say that negotiating with the discredited military government is frustrating and difficult would be an understatement.

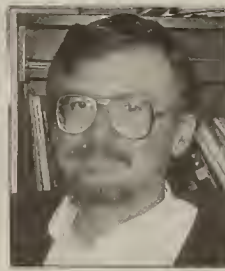
The government has been ruling by decree — decrees mainly oriented to self-preservation. The country has experienced severe inflation and currency devaluation, in part as a result of policies of the Western economic system. In the two years since I last visited Nigeria, the naira has lost more than half its value.

Academic salaries were never high there, but they have worsened to the point that most academics cannot afford to adequately support their families or even transport themselves to class.

The transportation problem has been exacerbated by a fuel shortage. This in an oil-rich country. Service stations are essentially closed and fuel is only available at 10-times the usual price through black market operations.

Since university campuses have frequently been built at some distance from the cities, professors and students have often found it impossible to attend classes.

Although housing is generally provided for faculty on university campuses, professors must pay rent from their small salaries. Faculty are also permitted to farm on land near the university and many keep small livestock as well.



Ronald Cosper

These measures may seem generous and unfamiliar to faculty in an industrial country such as Canada, but professors receive only about 5,000 naira per month, the equivalent of about \$140.

This current rate of pay, incidentally, represents a salary increase faculty were given by the ruling government in an effort to head off strike action.

Since the strike began, faculty have been told they were to receive no more salary effective this August. Furthermore, faculty members were sent letters telling them they were fired from their jobs and to vacate their houses.

This came about in August after all faculty received notice in the mail indicating they should inform their universities as to whether they were still on strike or whether they were reporting for work as usual. The union advised its members to ignore this attempt to break the strike.

The government has apparently rescinded its summary dismissal, but is still not living up to an agreement made in September 1992 to substantially increase the level of funding at Nigerian universities. (The secretary of education states the agreement is not binding

because it is an "agreement of imperfect obligation.")

At present faculty are not asking for additional pay increases. The reasons for striking have more to do with inadequate funding of other aspects of the university.

The libraries receive little funding. The library at Bayero University of Kano, where I was working, for example, has cancelled all journal subscriptions. Judging from the card catalogue (a computerized system is a long way off) it appears the library has not purchased any new books or renewed most journal subscriptions since the early 1980's.

Research and teaching supplies such as laboratory chemicals have not been provided. There is virtually no functioning equipment in the laboratories and little in the offices.

The situation in the universities, together with the political deadlock in the country, the economic problems, and the fuel shortage, add up to a very unpleasant situation for our colleagues in Nigeria.

It is difficult to foresee what will happen, but it is obvious that the government is not in sympathy with the universities. A change in government, together with an upturn in the national and international economic picture are perhaps the best hopes at this time for improvement in the situation of universities in Nigeria.

(Article by Ronald Cosper, a faculty member in the Department of Sociology at Saint Mary's University. He recently returned from politically unstable Nigeria where he has been going for the past two years for linguistic and sociological research.)

## 1994 Sarah Shorten Award Request for Nominations

The CAUT Status of Women Committee requests nominations for the 1994 Sarah Shorten Award.

The Sarah Shorten Award was established in 1990 to recognize outstanding achievements in the promotion of the advancement of women in Canadian universities.

Faculty associations, status of women committees or any other interested parties are invited to forward a letter of nomination, a brief statement of why the nominator feels the nominee qualifies for the award, and a full academic curriculum vitae of the nominee. The Status of Women Committee would also welcome any other relevant information about the candidate.

The criteria used by the committee for its recommendation to CAUT Council are as follows:

- Candidates need not be a member of the university community but the results of their contribution(s) must have benefited women in the university;
- Candidate's contribution(s) may have benefited any or all groups of women (faculty, students, staff) in the university community;
- The form(s) of the candidate's achievement(s) may include but are not limited to the following: organizational leadership, policy implementation, legislation, publication, educational initiatives, or dedicated service;
- The outstanding quality of the contribution may derive from the result of a single project or activity, or the accumulation of efforts through consistent involvement over a long period of time in supporting the advancement of women in the university; and
- The candidate's contributions to the advancement of women in the university may have been focused locally (in a single university), provincially, regionally, nationally, or a combination of these.

The nominations deadline for the 1994 Sarah Shorten Award is March 1, 1994, but the CAUT Status of Women Committee will entertain nominations at any time for future recipients.

Nominations should be addressed to: CAUT Status of Women Committee, c/o Rosalind Riseborough, Canadian Association of University Teachers, 308 - 294 Albert Street, Ottawa, Ontario K1P 6E6.

## Prix Sarah Shorten 1994 Appel de nominations

Le Comité du statut de la femme de l'ACPPU lance un appel de nominations pour l'attribution du prix Sarah Shorten de 1994.

Institué en 1990, le Prix Sarah Shorten a pour but de reconnaître les réalisations exceptionnelles d'une promotrice de l'avancement des femmes dans les universités canadiennes.

L'invitation s'adresse à toutes les associations de professeurs, comités du statut de la femme ou toute autre partie intéressée, d'envoyer une lettre de nomination, un court énoncé des motifs qui soutiennent la nomination à ce prix et un curriculum vitae complet de la candidate proposée. Le Comité du statut de la femme sera heureux de recevoir tout autre renseignement pertinent sur chaque candidate.

Les critères dont le Comité se sert pour recommander une candidature au Conseil de l'ACPPU sont les suivants :

- Il n'est pas nécessaire qu'une candidate soit membre de la communauté universitaire, mais le résultat de ses contributions doit avoir été à l'avantage des femmes à l'université;
- Ses contributions peuvent avoir avantageé l'un ou l'autre ou tous les groupes de femmes (professeures, étudiantes, membres du personnel) de la communauté universitaire;
- Ses réalisations peuvent avoir eu diverses formes, dont notamment : leadership organisationnel, mise en oeuvre de politiques, mesure législative, publication, initiatives pédagogiques ou dévouement exceptionnel.
- La qualité remarquable de la contribution peut être celle d'un projet ou d'une activité unique ou bien peut être constituée par un grand nombre de réalisations échelonnées sur une longue période de temps, au cours d'un engagement suivi dans le soutien de l'avancement des femmes à l'université; et
- Ses contributions à l'avancement des femmes dans l'université peuvent s'être concentrées à l'échelle locale (dans une seule université), ou bien atteindre l'échelle provinciale, régionale ou nationale, ou à tout ces niveaux à la fois.

La date limite de réception des nominations pour le Prix Sarah Shorten 1994 est le 1er mars 1994, mais le Comité du statut de la femme de l'ACPPU accueillera des nominations n'importe quand pour les lauréates futures.

Prière d'adresser les nominations à l'adresse suivante :

Comité du statut de la femme de l'ACPPU, c/o Mme Rosalind Riseborough, Association canadienne des professeures et professeurs d'université, 294, rue Albert, bureau 308, Ottawa (Ontario) K1P 6E6.



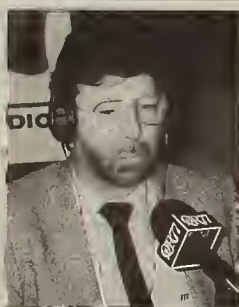


DALHOUSIE UNIVERSITY

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TO ASK YOU A FEW  
QUESTIONS ABOUT  
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IN NOVA SCOTIA.

Halifax "university voter" household window sign distributed by Dalhousie Faculty Association.



CAUT Past President  
Fred Wilson on the  
lobby trail in Calgary

## Past president counters critics on phone-in show

CAUT past president Fred Wilson visited Calgary at the invitation of the University of Calgary Faculty Association, meeting the local press and participating as a guest on Terry Moore's CHQR phone-in radio show Oct. 20.

The radio host posed the question for the audience precisely: If Canada does not invest in post-secondary education, then we will be unable to compete in the global market. Can we therefore afford not to invest in universities and colleges?

He noted the drop in federal transfers to provinces from more than \$5,000 per student in 1980 to less than \$3,000 per student in 1993 and wondered how this was compatible with building a strong education system.

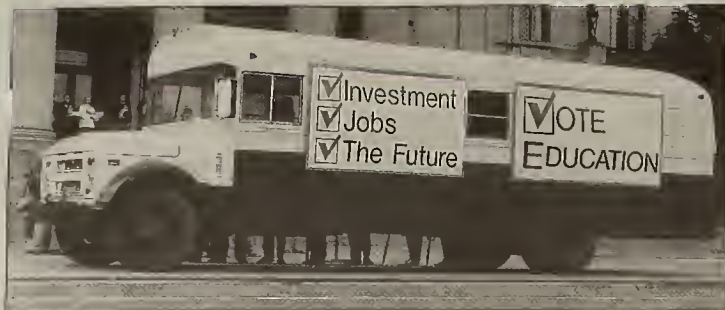
Many of the callers, however, seemed more anxious to take up a point that had been made in the Alberta legislature the previous day by MLA Lorne Taylor who claimed students are suffering because too many professors have a poor command of English.

Several were concerned that university graduates are unable to obtain jobs and, although Dr. Wilson argued the contrary, callers seemed more inclined to blame the universities for not preparing graduates for a good future than they were inclined to blame the recession.

Dr. Wilson pointed out that if it was hard for university graduates to get jobs it was much harder still for those with only a high school diploma.

Dr. Wilson strongly urged his listeners to raise with the candidates the place of post-secondary education in the nation's priorities. He stressed that post-secondary education should be as much a part of the debate as are the more visible issues of health care and helicopters.

On Oct. 22, Dr. Wilson made a similar appearance on a talk-in show in Sudbury.



Manitoba's Target Education Coalition "vote education" tour bus

## We have the promises

continued from page 1

The Target Education Coalition promoted its cause through door-to-door canvassing, "I'm an Education Voter" lawn and door signs, questions at all-candidates meetings, a speakers' bureau and numerous media events.

One of those media events was the presentation of larger-than-life report cards to the candidates in Winnipeg North and Winnipeg South grading them on their stand on post-secondary education issues. The Coalition asked the candidates to complete a survey and to attend an interview session with coalition members. Candidate responses to the Survey, the interview questions and other sources were measured against a detailed set of "pro-education" criteria. Clarity, clear

policies, practical ideas and recognition of the need for a truly equal, accessible, national public education system were important for good grades.

Local and provincial faculty associations cooperated with the CAUT executive and staff in staging lobby meetings with candidates and local media. Among those associations that arranged meetings for local and CAUT representatives are Trent, Algoma, Calgary, Regina and Laurentian.

The provincial associations in British Columbia and New Brunswick arranged media interviews for CAUT President Alan Andrews that were published in *The Vancouver Sun* and the *Fredericton Daily Gleaner*. Locals and provincials such as CUFA-BC, FNBFA, NSCUFA, UBC, Lakehead,

Waterloo, Memorial, Dalhousie, Acadia and CIEA-BC, also sent election questionnaires, distributed "university voter" signs to their members and staged all-candidates meetings.

During the lobby meetings CAUT representatives stressed the importance of continued federal support for post-secondary education and research. Local association executive members helped to put these national issues in a local perspective and raised other local education matters that would interest incumbent and prospective MPs. In many provinces the federal election lobby served as a "dry run" for provincial elections to be held in 1994.

(Tim Stutt is a Government Relations Officer at CAUT).

## Les promesses sont là...

suite de la page 1

recherche pour l'avenir du Canada. De plus, je suis certain que les pressions exercées par des membres de l'ACPPU pendant la campagne à l'échelle locale et provinciale ont livré un message de changement à de nombreux candidats qui occuperont bientôt leur siège des deux côtés de la Chambre des communes.

Si l'on se fie aux résultats des élections à la page 7 pour les 93 circonscriptions du Canada où se situent une université ou qui sont voisines d'une université, on constate un désir évident de changement. En effet, les Libéraux ont balayé 64 de ces comtés alors que le Reform Party n'en a remporté que 9, les Néo-Démocrates 4 et les Conservateurs 2. Un vent de changement a également soufflé sur le Québec où le Bloc Québécois a remporté 14 des 20 circonscriptions universitaires.

### Des professeurs actifs

Des associations de professeurs d'université ont exercé des pressions auprès des candidats sur des questions relatives à l'enseignement postsecondaire. Ainsi, des professeurs de l'Université du Manitoba ont formé une coalition non partisane et représentative de divers milieux avec d'autres groupes provenant de l'intérieur et de l'extérieur du campus pour susciter un débat pendant la campagne sur des questions touchant l'enseignement postsecondaire.

La «Target Education Coalition» a moussé sa cause en faisant du démarchage électoral, en affichant sur les pelouses et sur les portes des pancartes «I'm an Education Voter», en posant des questions lors de débats réunissant tous les candidats, en dressant une liste de conférenciers et en organisant de nombreuses activités avec les médias.

L'une de ces activités avec les médias a consisté à remettre aux candidats de Winnipeg North et de Winnipeg South un bulletin géant, sur lequel figurait une note pour leurs positions en matière d'enseignement postsecondaire. La «Target Education Coalition» a demandé aux candidats de remplir un questionnaire et de fixer une rencontre avec ses membres. Les réponses de chaque candidat au questionnaire, la rencontre et d'autres activités ont été jugées individuellement selon un ensemble de critères détaillés favorisant l'éducation. La clarté, des politiques claires, des idées pratiques et le fait de reconnaître la nécessité d'avoir un vrai système d'éducation public national, équitable et accessible étaient des critères importants pour obtenir de bonnes notes.

Des associations locales et provinciales ont collaboré avec des dirigeants et du personnel de l'ACPPU en organisant des rencontres avec les candidats et les médias locaux. Des associations comme celles des universités Trent, Algoma, Calgary, Regina et Laurentienne ont prêté main

forte aux représentants locaux et à ceux de l'ACPPU à l'occasion de ces rencontres.

Les associations provinciales de Colombie-Britannique et du Nouveau-Brunswick ont organisé pour le président de l'ACPPU des entrevues avec les médias qui ont paru notamment dans le *Vancouver Sun* et le *Fredericton Daily Gleaner*. En outre, plusieurs associations locales et provinciales, entre autres la CUFA-BC, la CIEA-BC, la FAPUNB, la CAPUNE, les associations de l'UBC, des universités de Lakehead, Waterloo, Memorial, Dalhousie et Acadia, ont envoyé des questionnaires sur les élections, ont distribué à leurs membres des macarons les identifiant comme des électeurs universitaires et ont organisé des débats réunissant tous les candidats.

Pendant les rencontres avec les candidats, les représentants de l'ACPPU ont insisté sur l'importance de maintenir l'appui financier du fédéral pour

l'enseignement postsecondaire et la recherche. Des membres de l'exécutif des associations locales ont aidé à mettre ces questions nationales dans le contexte régional et ont soulevé d'autres questions relatives à l'éducation à l'échelle locale intéressant les députés actuels et futurs. Dans de nombreuses provinces, l'exercice de pressions était une répétition de celui qui sera mis en place pour les élections provinciales prévues en 1994. (Tim Stutt est agent des relations avec les gouvernements à l'ACPPU).



# **UNIVERSITIES, ELECTORAL DISTRICTS, AND NAMES OF MEMBERS OF THE HOUSE OF COMMONS AS ELECTED AT THE THIRTY-FIFTH GENERAL ELECTION, OCTOBER 25, 1993**

## **UNIVERSITÉS, CIRCONSCRIPTIONS ÉLECTORALES ET NOM DES DÉPUTÉS DE LA CHAMBRE DES COMMUNES ÉLUS LORS DES ÉLECTIONS GÉNÉRALES DU 25 OCTOBRE 1993**

UNIVERSITY UNIVERSITÉ	: ELECTORAL DISTRICT : CIRCONSCRIPTION ÉLECTORALE	PROV. : MEMBER PROV. : DÉPUTÉ	PARTY PARTI
<b>ATLANTIC</b>			
ACADIA	: ANNAPOLIS VALLEY-HANTS	NS : JOHN MURPHY	LIB.
CAPE BRETON, UNIV. COLLEGE OF	: CAPE BRETON-THE SNEYES	NS : RUSSELL MACLELLAN	LIB.
DALHOUSIE	: HALIFAX	NS : MARY CLANCY	LIB.
MEMORIAL (Corner Brook)	: HUMBER-ST. BARBE-BAIE VERTE	NF : BRIAN TOBIN	LIB.
MEMORIAL (St. John's)	: ST. JOHN'S EAST	NF : BONNIE HICKEY	LIB.
MONCTON	: MONCTON	NB : GEORGE RIDEOUT	LIB.
MT. ALLISON	: BEAUSÉJOUR	NB : FERNAND ROBICHAUD	LIB.
MT. ST. VINCENT	: HALIFAX WEST	NS : GEOFF REGAN	LIB.
UNB (Fredericton)	: FREDERICTON-YORK-SUNBURY	NB : ANDY SCOTT	LIB.
UNB (Saint John)	: SAINT JOHN	NB : ELSIE WAYNE	PC
NS COLL. OF ART & DESIGN	: HALIFAX	NS : MARY CLANCY	LIB.
UPEI	: HILLSBOROUGH	PEI : GEDRGE PROUO	LIB.
SAINT-LOUIS-MAILLET	: MADAWASKA-VICTORIA	NB : PIERRETTE RINGUETTE-MALTAIS	LIB.
SAINT-ANNE	: SOUTH WEST NOVA	NS : HARRY VERRAN	LIB.
SHIPPAGAN	: ACADIE-BATHURST	NB : DOUGLAS YDUNG	LIB.
ST. FRANCIS XAVIER	: CAPE BRETON HIGHLANDS-CANSD	NS : FRANCIS LEBLANC	LIB.
ST. MARY'S	: HALIFAX	NS : MARY CLANCY	LIB.
ST. THOMAS	: FREDERICTON-YORK-SUNBURY	NB : ANDY SCOTT	LIB.
TECHNICAL U. OF NS	: HALIFAX	NS : MARY CLANCY	LIB.

<b>QUÉBEC</b>			
ABITIBI-TEMISCAMINGUE, U. DU QUÉ.	: TÉMISCAMINGUE	: PIERRE BRIEN	BQ
BISHOP'S	: SHERBROOKE	: JEAN CHAREST	PC
CHICOUTIMI, U. DU QUÉ.	: CHICOUTIMI	: GILBERT FILLION	BQ
COLLÈGE MILITAIRE ROYAL	: SAINT JEAN	: CLAUDE BACHAND	BQ
CONCORDIA (SGW)	: ST-HENRI-WESTMOUNT	: DAVID BERGER	LIB.
CONCORDIA (Loyola)	: NOTRE-DAME-DE-GRAVE	: WARREN ALLMANO	LIB.
ÉCOLE DE TECH. SUPÉRIEURE	: OUTREMONT	: MARTIN CAUCHON	LIB.
ÉCOLE POLYTECHNIQUE	: OUTREMONT	: MARTIN CAUCHON	LIB.
HULL, U. DU QUÉ.	: HULL-AYLMER	: MARCEL MASSE	LIB.
INST. NAT. DE LA RECHERCHE SC.	: VERCHERES	: STEPHANE BERGERON	BQ
INSTITUT ARMAND FRAPPIER	: LAVAL-CENTRE	: MADELEINE GALPHOND-GUIRAL	BQ
LAVAL	: LOUIS-HÉBERT : QUÉBEC *	: PHILIPPE PARÉ : CHRISTIANE GAGNON	BQ BQ
McGILL	: ST-HENRI-WESTMOUNT : NOTRE-DAME-DE-GRAVE *	: DAVID BERGER : WARREN ALLMANO	LIB. LIB.
MONTRÉAL	: OUTREMONT : MOUNT ROYAL *	: MARTIN CAUCHON : SHEILA FINESTONE	LIB. LIB.
MONTRÉAL, U. DU QUÉ.	: LAURIER-SAINTE-MARIE : HOCHÉL-MAISONNEUVE * : ROSEMONT * : ST-HENRI-WESTMOUNT *	: GILLES DUCEPPE : REAL MENARD : BENOIT TREMBLAY : DAVID BERGER	BQ BQ BQ LIB.
RIMOUSKI, U. DU QUÉ.	: RIMOUSKI-TEMISCOUATA	: SUZANNE TREMBLAY	BQ
SHERBROOKE	: SHERBROOKE	: JEAN CHAREST	PC
TÉLÉ-UNIVERSITÉ	: LOUIS-HÉBERT	: PHILIPPE PARÉ	BQ
TROIS-RIVIÈRES, U. DU QUÉ.	: TROIS-RIVIÈRES	: YVES ROCHELEAU	BQ
UNIVERSITÉ DU QUÉBEC	: QUÉBEC-EST	: JEAN-PAUL MARCHAND	BQ

<b>ONTARIO</b>			
ALGOMA	: SAULT STE. MARIE	: RON IRWIN	LIB.
BROCK	: WELLAND-ST. CATHARINES-THORO	: GILBERT PARENT	LIB.
CARLETON	: OTTAWA CENTRE : OTTAWA SOUTH *	: MAC HARB : JOHN MANLEY	LIB. LIB.
GUELPH	: GUELPH-WELLINGTON	: BRENDA CHAMBERLAIN	LIB.
HEARST	: COCHRANE-SUPERIOR	: REGINALD BELAIR	LIB.
KING'S COLLEGE	: LONDON EAST	: JOE FONTANA	LIB.

UNIVERSITY UNIVERSITÉ	: ELECTORAL DISTRICT : CIRCONSCRIPTION ÉLECTORALE	PROV. : MEMBER PROV. : DÉPUTÉ	PARTY PARTI
<b>ONTARIO</b>			
LAKEHEAD	: THUNDER BAY-NIPIGON : THUNDER BAY-ATIKOKAN *	: JOE COMUZZI : STAN DROMISKY	LIB. LIB.
LAURENTIAN	: NICKEL BELT	: RAY BONIN	LIB.
McMASTER	: HAMILTON WEST	: STAN KEYES	LIB.
NIPISSING	: NIPISSING	: BOB WOOD	LIB.
D.I.S.E.	: TRINITY-SPADINA : BROADVIEW-GREENWOOD * : DAVENPORT * : ROSEDALE * : ST. PAUL'S *	: TONY IANNO : DENNIS MILLS : CHARLES CACCIA : BILL GRAHAM : BARRY CAMPBELL	LIB. LIB. LIB. LIB. LIB.
OTTAWA	: OTTAWA-VANIER	: J. ROBERT GAUTHIER	LIB.
QUEEN'S	: KINGSTON & THE ISLANDS	: PETER MILLIKEN	LIB.
ROYAL MILITARY COLLEGE	: KINGSTON & THE ISLANDS	: PETER MILLIKEN	LIB.
RYERSON	: ROSEDALE : BROADVIEW-GREENWOOD * : TRINITY-SPADINA *	: BILL GRAHAM : DENNIS MILLS : TONY IANNO	LIB. LIB. LIB.
SUDBURY	: SUDBURY	: DIANE MARLEAU	LIB.
TORONTO	: TRINITY-SPADINA : BROADVIEW-GREENWOOD * : DAVENPORT * : ROSEDALE : ST. PAUL'S *	: TONY IANNO : DENNIS MILLS : CHARLES CACCIA : BILL GRAHAM : BARRY CAMPBELL	LIB. LIB. LIB. LIB. LIB.
TORONTO (Eridale) *	: MISSISSAUGA WEST	: CAROLYN PARRISH	LIB.
TORONTO (Scarborough)	: SCARBOROUGH-ROUGE R.	: DEREK LEE	LIB.
TRENT	: PETERBOROUGH	: PETER ADAMS	LIB.
WATERLOO	: WATERLOO	: ANOREW TELEGOI	LIB.
WESTERN ONTARIO	: LONDON WEST	: SUE BARNES	LIB.
WILFRID LAURIER	: WATERLOO	: ANDREW TELEGOI	LIB.
WINDSOR	: WINDSOR WEST : WINDSOR-ST. CLAIR *	: HERB GRAY : SHAUGHNESSY COHEN	LIB. LIB.
YORK	: BROADVIEW-GREENWOOD * : DON VALLEY WEST	: DENNIS MILLS : JOHN GOOFREY	LIB. LIB.

<b>WEST</b>			
ALBERTA	: EDMONTON STRATHCONA : EDMONTON EAST * : EDMONTON NORTHWEST * : EDMONTON SOUTHEAST * : EDMONTON SOUTHWEST *	AB : HUGH HANRAHAN AB : JUDY BETHEL AB : ANNE MCLELLAN AB : DAVID KILGOUR AB : IAN MCLELLAN	REF. LIB. LIB. REF. REF.
ATHABASCA	: ATHABASCA	AB : DAVE CHATTERS	REF.
BRANDON	: BRANDON-SOURIS	MN : GLEN MCKINNON	LIB.
BRITISH COLUMBIA	: VANCOUVER QUADRA : VANCOUVER CENTRE * : VANCOUVER SOUTH *	BC : TEO MCWHINNEY BC : HEDY FRY BC : HERB OHALWAL	LIB. LIB. LIB.
CALGARY	: CALGARY WEST : CALGARY CENTRE * : CALGARY NORTH * : CALGARY SOUTHWEST *	AB : STEPHEN HARPER AB : JIM SILYE AB : DIANE ABLONCZY AB : PRESTON MANNING	REF. REF. REF. REF.
LETHBRIDGE	: LETHBRIDGE	AB : RAY SPEAKER	REF.
MANITOBA	: WINNIPEG SOUTH : WINNIPEG SOUTH CENTRE *	MN : REG ALCOCK MN : LLOYD AXWORTHY	LIB. LIB.
REGINA	: REGINA-WASCANA : REGINA-UMSDEN * : REGINA-QU'APPELLE *	SK : RALPH GOODALE SK : JOHN SOLOMON SK : SIMON DE JONG	LIB. NDP NDP
ROYAL ROAD'S MILITARY COLL.	: ESQUIMALT-JUAN DE FUCA	BC : KEITH MARTIN	REF.
SASKATCHEWAN	: SASKATOON-HUMBOLDT : SASKATOON-CLARK'S CROSSING *	SK : GEDRGETTE SHERIDAN SK : CHRIS AXWORTHY	LIB. NDP
SIMON FRASER	: BURNABY-KINGSWAY : VANCOUVER EAST * : VANCOUVER SOUTH *	BC : SVENIO ROBINSON BC : ANNA TERRANA BC : HERB DHALWAL	NOP LIB. LIB.
ST-BONIFACE, COLLÈGE UNIV.	: ST. BONIFACE	MN : RONALD DUHAMEL	LIB.
ST. JOHN'S COLLEGE	: WINNIPEG SOUTH : WINNIPEG SOUTH CENTRE *	MN : REG ALCOCK MN : LLOYD AXWORTHY	LIB. LIB.
ST. THOMAS MORE COLLEGE	: SASKATOON-HUMBOLDT : SASKATOON-CLARK'S CROSSING *	SK : GEORGETTE SHERIDAN SK : CHRIS AXWORTHY	LIB. NDP
VICTORIA	: VICTORIA	BC : DAVID ANOERSON	LIB.
WINNIPEG	: WINNIPEG NORTH CENTRE	MN : DAVID WALKER	LIB.

\* The university is in close proximity to the riding.  
\* L'université est située dans un comté voisin.



## COUNCIL REPORT / RAPPORT DU CONSEIL

## Reintegration of collective bargaining services sparks debate

If the major recommendation of the committee reviewing the relationship between CAUT and the CAUT Collective Bargaining Cooperative is implemented, the death knell has sounded for the Cooperative.

The ad hoc committee, formed by Council in January 1993, has recommended in its interim report that collective bargaining services should once again become part of the core services of CAUT.

The Collective Bargaining Cooperative was established in 1988 in response to recommended reforms contained in the 1987 External Review Committee report (Bigelow Report). The Coop, as it has been called, provides collective bargaining assistance to CAUT member associations that have opted to join it and support it financially.

The major proposal favouring reintegration was one of a total of 30 recommendations contained in the report. As part of the committee's mandate various structural changes to the association were also included in the recommendations. As discussion of the interim report proceeded at the Council meeting, it became clear that there was little opposition by delegates to the notion of reintegration. The means by which reintegration would actually occur, however, along with the proposed structural changes, became a subject of lengthy debate.

Joyce Lorimer (Wilfrid Laurier), chair of both the ad hoc committee and the Collective Bargaining Cooperative, noted the committee had operated on the premise that a mill rate increase of greater than 1 would simply be unacceptable to non-Coop members (reintegration would actually reduce the mill rate for current members of the Cooperative by 5 mills).



Joyce Lorimer

Therefore, she noted, the committee had worked within those parameters which in turn resulted in some recommendations that were a compromise. Such recommendations included the reduction in the size of the Executive Committee from eight to six members, a reduction in the number of Council meetings from three to two per year, a substantial increase in user fees for the CAUT Arbitration Service and other

on-site services, and eventual elimination of two staff positions.

The interim report was also considered by the CAUT Executive Committee, the Collective Bargaining Cooperative Executive Committee and its Board. The ad hoc committee will be meeting again in November to consider all the comments and suggestions received at the meetings along with any additional comments invited from member associations and CAUT standing committees.

It is the committee's intention to present its final report to the February 1994 Council meeting.

### Exploratory arrangement with B.C. college teachers

In other events at Council, approval was given to enter into an exploratory membership arrangement with the College-Institute Educators' Association of British Columbia (CIEA-BC). CIEA-BC represents college faculty in the province.

The agreement calls for a three-year arrangement (to be reviewed after two years) whereby CAUT will provide basic information to CIEA-BC, including the CAUT Information Service and distribution of the CAUT Bulletin to its 3,500 members, for a nominal fee.

Other professional services will be provided to CIEA-BC on an hourly basis. In return, CIEA-BC will have a voice, but no vote, at CAUT Council meetings and will be able to participate in other CAUT activities.

CAUT President Alan Andrews expressed pleasure with the agreement saying he hoped the exploratory arrangement would eventually lead to a longer-term membership arrangement.

### Policy on university governance

Arising from the report of the Independent Study Group on University Governance (ISGUG), the governance sub-committee (Fred Wilson, past-president and Claude Dionne, vice-president) presented its draft policy statement on university governance for discussion at Council.

The draft statement incorporates many of the recommendations contained in the ISGUG report, in particular reaffirming that the Senate (or General Faculties' Council) should be the chief academic decision-making body of the university, composed primarily of elected academic staff.

The sub-committee hopes the discussion at Council along with comments it expects to receive from the CAUT standing committees and member associations, will enable it to revise the policy statement for approval at the February Council meeting.

continued on page 9



34th. Council meeting in Ottawa October 2-3

## La réintégration des services de négociation collective suscite un débat au Conseil

Si elle est mise en oeuvre, la recommandation principale du comité chargé d'examiner les rapports entre l'ACPPU et la Coopérative de négociation collective sonnera le glas de la Coopérative.

Le comité spécial, formé par le Conseil en janvier 1993, a recommandé dans un rapport d'étape que les services de négociation collective réintègrent les services de base de l'ACPPU.

La Coopérative de négociation collective a été créée en 1988 en réponse à la réforme recommandée dans le rapport du Comité d'examen externe déposé en 1987 (rapport Bigelow). Aux associations membres de l'ACPPU qui ont choisi d'y adhérer, la Coopérative offre son aide dans leurs négociations collectives et les appuie financièrement.

La principale proposition en faveur de la réintégration comportait 30 recommandations du rapport. Le comité avait le mandat, entre autres, de proposer diverses modifications de la structure de l'association, également incluses dans le rapport. Il est vite ressorti des discussions sur le rapport d'étape lors de l'assemblée du Conseil que peu de délégués s'opposaient à la réintégration. En fait, ce sont les moyens employés pour assurer la réintégration et les modifications de structure proposées qui ont suscité le plus de débats.

Joyce Lorimer (Wilfrid Laurier), présidente de la Coopérative et du comité spécial, a fait remarquer que le comité a travaillé en ayant en tête qu'une hausse supérieure à 0,1 p. 100 du taux au mille serait tout simplement inacceptable pour les associations non membres de la Coopérative. En effet, pour les membres actuels, la réintégration représenterait une réduction de 0,5 p. 100 du taux au mille.

Elle a donc signalé que le comité avait respecté ces paramètres, ce qui lui a permis de formuler des recommandations considérées comme un compromis. Il s'agit notamment de réduire de huit à six le nombre de membres du Comité de

direction, de ramener à deux par année les assemblées du Conseil, d'augmenter considérablement les frais d'utilisation du service d'arbitrage de l'ACPPU et autres services sur place et de supprimer éventuellement deux postes du personnel.

Le Comité de direction de l'ACPPU, le Comité de direction de la Coopérative de négociation collective et son Conseil de direction ont aussi étudié le rapport d'étape. Le comité spécial se réunira de nouveau en novembre pour examiner tous les commentaires et suggestions reçues à l'assemblée, ainsi que les commentaires additionnels sollicités des associations membres et des comités permanents de l'ACPPU.

Le comité a l'intention de déposer son rapport définitif à l'assemblée de février 1994 du Conseil.

### Entente préliminaire avec les enseignants de collège de la C.-B.

Lors de l'assemblée du Conseil, les délégués ont en outre approuvé une entente d'adhésion préliminaire avec la College-Institute Educators' Association of British Columbia (CIEA-BC), qui représente des enseignants de collège de la province.

Par cette entente triennale, qui sera examinée après deux ans, l'ACPPU fournira à la CIEA-BC des services élémentaires, dont le service d'information de l'ACPPU et la distribution du Bulletin à ses 3500 membres, moyennant des frais symboliques. D'autres services professionnels seront fournis à un taux horaire.

En retour, la CIEA-BC aura droit de parole mais ne pourra pas voter aux assemblées du Conseil. Elle pourra également participer à d'autres activités de l'ACPPU.

Alan Andrews, président de l'ACPPU, s'est montré réjoui de l'entente et a exprimé le souhait qu'elle vienne à se transformer en une entente à plus long terme.

### Politique sur la direction des universités

Né dans la foulée du rapport du Groupe d'étude indépendant

sur la direction des universités (GEIDU), le sous-comité sur la direction, composé de Fred Wilson, président sortant, et de Claude Dionne, vice-président, a présenté au Conseil un projet d'énoncé de principes sur la direction des universités aux fins de discussion.

Le projet d'énoncé de principes reprend nombre des recommandations du rapport du GEIDU et réaffirme en particulier celle voulant que le conseil d'université soit le premier organe de décision d'ordre intellectuel de l'université et soit formé principalement de membres élus du corps universitaire.

Le sous-comité espère que les discussions pendant l'assemblée du Conseil ainsi que les commentaires attendus des comités permanents et des associations membres lui permettront de réviser l'énoncé de principe en vue de le faire approuver à l'assemblée de février.

### Autres questions de politique générale

Les délégués du Conseil ont approuvé l'énoncé de principes sur la charge de travail et la direction des bibliothécaires d'université. Le Comité des bibliothécaires avait d'abord soumis le document au Conseil en mai dernier; l'énoncé révisé comprend des suggestions formulées par les autres comités de l'ACPPU.

Il souligne le lien recommandé entre la recherche, les études et les autres activités savantes dans la charge de travail normale des bibliothécaires. Il aborde également la question de la direction des bibliothèques et des universités dans le cadre des conditions d'emploi des bibliothécaires universitaires. On peut se procurer des exemplaires de l'énoncé de principes au secrétariat de l'ACPPU.

Les délégués ont examiné les révisions proposées pour l'énoncé de principes sur le SIDA datant de 1988. Mme Grace Getty, professeure à l'école des sciences infirmières de l'UNB, a rédigé la version révisée de l'énoncé de principes.

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## COUNCIL REPORT / RAPPORT DU CONSEIL

## CAUT Council condemns Dalhousie's proposed cuts

*University president would ignore collective agreement to eliminate several departments*

Recent recommendations by Dalhousie University President Howard Clark to eliminate several departments at the university, has been denounced by delegates attending the October CAUT Council meeting in Ottawa.

Council unanimously adopted a resolution condemning the actions of President Clark. The resolution affirmed the rights of academics to determine academic priorities and urged Clark to abide by the

processes for academic and financial decision making at the university, as well as the provisions of the collective agreement between the board of governors and the Dalhousie Faculty Association (DFA).

The resolution came on the heels of a proposal by Clark that the university eliminate the theatre department including costume studies, and the music department in the Faculty of Arts and Social Sciences. It

also targets the School of Public Administration and possibly the School of Library and Information Studies in the Faculty of Management.

"This is clearly a breach of the financial exigency clauses of the collective agreement," stated Joyce Lorimer, chair of the CAUT's collective bargaining wing. "Clark had better be prepared for a good fight on this one."

In fact, the DFA has already

responded to the president's recommendations by launching a grievance against the board of governors contending that Clark's proposed course of action usurps the legitimate academic functions of the senate and the faculties by publicly targeting these programs.

"The programs President Clark has recommended be cut are all academically outstanding and are recognized regionally and nationally as making important scholarly contributions," asserted DFA President Colin Stuttard. "There is no academic basis on which these programs can be cut."

President Clark has claimed the university must make these cuts to maintain its financial viability. However, the collective agreement between the university and faculty stipulates that any cuts to programs for budgetary reasons leading to the layoff of tenured staff must occur by means of a declaration of financial exigency, which would result in scrutiny of the university's books by an independent committee of three people.

"For some reason, best known to themselves, the president and the board of governors seem reluctant to do this," said Stuttard.

## Council gets another view of accreditation and accountability

Delegates to the October Council meeting were addressed by Dr. Frans A. van Vught of the Centre for Higher Education Policy Studies, University of Twente, Netherlands, and Dr. Steven Crow from the North Central Association of Colleges and Schools, Chicago.

The panel was formed to discuss issues arising out of the report of the Independent Study Group on University Governance (ISGUG) on the matter of accreditation and accountability.

Dr. van Vught presented a general model of quality assessment in higher education based, in part, on recent experiences in North America and Western Europe. Dr. Crow reviewed the situation in the United States with respect to



Dr. Frans A. van Vught



Dr. Steven Crow

voluntary accreditation practices, noting that "a system of voluntary accreditation meant to protect the status quo is doomed to failure."

(Members may receive a transcript of Dr. van Vught's or Dr. Crow's comments by contacting Johanne Smith at the CAUT Office.)

## Un autre point de vue sur l'agrément et la responsabilité

M. Frans A. van Vught, du Centre for Higher Education Policy Studies, de l'université de Twente, au Pays-Bas, et M. Steven Crow, de la North Central Association of Colleges & Schools de Chicago, se sont adressés aux délégués du Conseil, lors de l'assemblée tenue octobre dernier.

Ces spécialistes ont été réunis pour discuter de

questions sur l'agrément et la responsabilité découlant du rapport du Groupe d'étude indépendant sur la direction des universités (GEIDU).

M. van Vught a présenté un modèle général de l'évaluation de la qualité de l'enseignement supérieur fondé en partie sur de récentes expériences en Amérique du Nord et en Europe de l'Ouest. M. Crow a brossé un tableau de la

situation aux États-Unis en ce qui concerne les pratiques d'agrément volontaire en soulignant qu'un système d'agrément volontaire visant à protéger le statu quo était voué à l'échec.

(Les membres peuvent se procurer une transcription des commentaires de MM. van Vught et Crow en communiquant avec Johanne Smith au secrétariat de l'ACPPU.)

## Le Conseil outré des recommandations du recteur de l'université Dalhousie

Les délégués présents à l'assemblée du Conseil tenue les 2 et 3 octobre derniers à Ottawa ont dénoncé les récentes recommandations de M. Howard Clark, du recteur de l'université Dalhousie, visant à supprimer plusieurs départements de l'université.

Le Conseil a adopté à l'unanimité une résolution condamnant le geste du recteur. La résolution affirme le droit des universitaires de déterminer les priorités pédagogiques et recommande fortement au recteur de se conformer aux méthodes de l'université quant aux décisions à prendre en matière pédagogique et financière, ainsi qu'aux dispositions de la convention collective entre le conseil d'administration et l'association des professeurs.

La résolution fait suite à une recommandation du recteur de supprimer le département de théâtre, dont les études sur le costume, et le département de musique de la faculté des arts et des sciences sociales. Cette recommandation vise également l'école d'administration publique et peut-être l'école de bibliothéconomie et d'études sur l'information de la faculté de

gestion. Joyce Lorimer, présidente de la Coopérative de négociation collective de l'ACPPU, a déclaré qu'il s'agissait d'une violation flagrante de la convention collective. Elle a ajouté que «Clark ferait mieux de se préparer à une bonne bataille sur cette question». De fait, l'association des professeurs a déjà répondu aux recommandations du président en déposant un grief contre le conseil d'administration. Dans son grief, l'association soutient que la démarche de Clark usurpe les fonctions universitaires légitimes du conseil d'université et des facultés en visant publiquement ces programmes.

Le président de l'association des professeurs, Colin Stuttard, a affirmé que les programmes visés par les recommandations du recteur étaient tout exceptionnels au niveau pédagogique et qu'ils étaient reconnus à l'échelle régionale et nationale pour leur importante contribution intellectuelle. Selon lui, aucun fondement universitaire ne sous-tend la suppression de ces programmes.

Le recteur a prétendu que l'université devait effectuer des compressions pour maintenir sa viabilité financière. Toutefois, la convention collective entre l'université et les professeurs prévoit que les réductions de programmes pour des motifs budgétaires entraînent le congédiement de professeurs permanents doivent s'effectuer à la suite d'une déclaration d'urgence financière. Un comité indépendant de trois personnes procéderait alors à un examen minutieux des livres de l'université.

«Pour une raison ou une autre, connue d'eux seuls, le recteur et le conseil d'administration semblent avoir des réticences à le faire», a laissé entendre Stuttard.

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### Other policy matters

Council delegates approved a policy statement on Workload and Governance for Academic Librarians. Initially presented to the May 1993 Council by the Librarians Committee, the revised statement had incorporated suggestions provided by other CAUT committees.

The policy statement outlines the recommended relationship

of research, study and other scholarly pursuits in an academic librarian's normal workload. It also addresses matters related to library and university governance as part of an academic librarian's conditions of employment. Copies of the policy statement can be obtained by contacting the CAUT office.

Revisions to the 1988 CAUT Policy Statement on AIDS were considered by delegates. The

draft revised policy statement was prepared by Prof. Grace Getty of the School of Nursing at UNB. It will be circulated to the standing committees and the Collective Bargaining Cooperative for comment and will be revisited at the February 1994 Council meeting.

Council also reviewed a proposed policy on bilingualism for the association. In 1985 CAUT Council endorsed a resolution making English and French the official languages of the association, however, there has never been an official statement on the way in which this position will be implemented.

The policy outlines rules to be followed with respect to oral and written communication as well

as how the translation services will be utilized. Council will be asked to vote on the policy at its next meeting.

### Year end financial report

CAUT Treasurer David Balzarini (UBC), presented the year end financial report to Council delegates. The original budget approved by Council for the 1992-93 year ending in June had projected a surplus of \$3,000 on the \$3.4 million budget.

However, a surplus of \$33,873 was achieved, in addition to adding \$215,000 to the reserve fund. At the end of the 1992-93 fiscal year, the Treasurer noted, the CAUT reserve fund stood at \$430,161. Three years ago, the association was in a deficit position.

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## COUNCIL REPORT / RAPPORT DU CONSEIL

## Jill McCalla Vickers receives 1993 Sarah Shorten Award

Rosalind Riseborough

"Have the ideas of academic freedom and institutional autonomy become values that protect power and privilege in the academy?"

With this quip, Dr. Jill McCalla Vickers challenged the October Council of CAUT in her acceptance speech as the third recipient of the Sarah Shorten Award.

During the ceremonies held at the Council meeting on Oct. 2, CAUT Executive Director Donald Savage introduced Dr. Vickers noting that she was a person who had constantly challenged the university, the faculty association, and CAUT, to take up the politics of equity. She did this mainly through collective bargaining, but did not hesitate to take political action to fight for progressive reform.

Dr. Vickers, a political science professor at Carleton University and a former president of CAUT (1975-76), proposed to Council that attempts to improve the participation of

women in Canadian universities actively defy an ancient institutional culture which is profoundly resistant to change.

As stable, central institutions, the universities are largely immune to significant change. In the past, those who have attempted to affect change in the academy have tended to rely on theories of critical mass to bring about improvement.

Dr. Vickers noted that in the two decades since she was president of CAUT there are more women in the faculty and active in the association. In spite of this, she stated that academic life has not improved much for her "academic daughters and granddaughters."

In her view, merely increasing women's voices in the university is not necessarily the appropriate strategy to change the fundamental values that shape our institutions. It may take a number of "lifetimes" for significant change to be absorbed into the fabric of

campus life, she said.

Professor Vickers urged CAUT to come to grips with and to understand how the principles of academic freedom and institutional autonomy, ideas that legitimize the university can also be used to perpetuate the status quo and sustain those who are more powerful and privileged — in most cases white males. She urged CAUT to revisit the values of equity and accessibility which form the very basis of the faculty association movement.

The Sarah Shorten Award was created by CAUT to honour those who make a special contribution to the improvement of the status of women in Canadian universities. It is named after the late Sarah Shorten of the University of Western Ontario who was president of CAUT between 1983 and 1985.

The nominators of Professor Vickers were Donald Westwood, former president of the Carleton University

Academic Staff Association and Robin Farquhar, president of Carleton University. The award is made by Council on the recommendation of CAUT's Status of Women

Committee.

(Rosalind Riseborough is Director — Office and Systems Administration at CAUT and Secretary of CAUT's Status of Women Committee.)



Jill McCalla Vickers accepts the 1993 Sarah Shorten Award from CAUT President Alan Andrews

## Jill McCalla Vickers récipiendaire du prix Sarah-Shorten 1993

Rosalind Riseborough

«Est-ce que les notions de liberté universitaire et d'autonomie des universités sont devenues des valeurs qui protègent le pouvoir et les privilèges du monde universitaire?»

C'est par cette remarque mordante que Jill McCalla Vickers, troisième récipiendaire du prix Sarah-Shorten, a défié les délégués à l'assemblée d'octobre du Conseil de l'ACPPU.

Au cours de la cérémonie de remise du prix le 2 octobre, Donald Savage, directeur général de l'ACPPU, a présenté Mme Vickers à l'assemblée du Conseil en soulignant qu'elle avait constamment défié l'université, l'association de professeurs et l'ACPPU de s'occuper de la politique de l'équité. Son action s'est principalement exercée par la

négociation collective mais elle n'a pas hésité à se servir de la politique pour revendiquer une réforme progressive.

S'adressant au Conseil, Mme Vickers, qui enseigne les sciences politiques à l'université Carleton et a été présidente de l'ACPPU en 1975-1976, a avancé que les tentatives d'augmenter la participation des femmes dans les universités canadiennes défient activement une vieille culture institutionnelle qui résiste profondément au changement.

Les universités, en tant qu'établissements d'enseignement stables et centraux, sont dans une large mesure immunisées contre les grands changements. Par le passé, ceux qui ont tenté de faire évoluer le monde universitaire étaient enclins à se remettre à des théories de

la masse critique pour apporter des améliorations.

Jill Vickers a fait remarquer que les deux décennies qu'elle a vécues depuis son passage à la présidence de l'ACPPU ont été les témoins de l'arrivée de plus de femmes au sein du corps professoral et de plus de militantes dans les associations de professeurs. Malgré ces efforts, la vie universitaire, selon elle, ne s'est pas beaucoup améliorée pour ses consœurs, jeunes et moins jeunes.

Elle estime que le simple fait d'augmenter le poids des femmes à l'université n'est pas nécessairement le bon moyen de modifier les valeurs fondamentales qui façonnent nos établissements d'enseignement. Selon Mme Vickers, il faudra peut-être attendre une «éternité» avant que le tissu universitaire n'absorbe des modifications

importantes.

Mme Vickers a enjoint l'ACPPU de s'attaquer aux principes de la liberté universitaire et de l'autonomie des universités, notions qui légitiment l'université, et de comprendre comment on peut aussi s'en servir pour perpétuer le statu quo et soutenir ceux qui sont plus puissants et privilégiés. Ces personnes sont, dans la plupart des cas, des hommes de race blanche. Elle a fortement recommandé à l'ACPPU de revoir les valeurs de l'équité et de l'accessibilité qui sont à la base même du mouvement des associations de professeurs.

L'ACPPU a créé le prix Sarah-Shorten pour honorer les personnes qui ont contribué de manière particulière à l'amélioration de

la condition des femmes dans les universités canadiennes. Le prix s'appelle ainsi en souvenir de Sarah Shorten qui enseignait à l'université Western Ontario et qui a été présidente de l'ACPPU de 1983 à 1985.

Donald Westwood, ancien président de l'association des professeurs de l'université Carleton, et Robin Farquhar, recteur de l'université Carleton, ont proposé la candidature de Mme Vickers. Le prix est décerné par le Conseil à la recommandation du Comité du statut de la femme de l'ACPPU.

(Rosalind Riseborough est directrice de l'administration et des systèmes de l'ACPPU et secrétaire du Comité du statut de la femme de l'ACPPU.)

## CAUT Meeting Schedule

Meeting	Date	Location
Librarians Committee	Nov. 19-20	Ottawa
Consortium	Dec. 1	Ottawa
Executive Committee	Dec. 3-4	Ottawa

## Calendrier des réunions de l'ACPPU

Réunion	Date	Lieu
Comité des bibliothécaires	19-20 novembre	Ottawa
Consortium	1er décembre	Ottawa
Comité de direction	3-4 décembre	Ottawa

## Politique générale

suite de la page 8

Le document sera distribué aux comités permanents et à la Coopérative de négociation collective pour qu'ils fassent part de leurs commentaires et sera étudié de nouveau à l'assemblée du Conseil de février prochain.

Le Conseil a en outre passé en revue le projet de politique sur le bilinguisme de l'association. En 1985, le Conseil de l'ACPPU a adopté une résolution rendant l'anglais et le français les langues officielles de l'association. Il n'y avait toutefois jamais eu de déclaration officielle sur la manière de mettre en oeuvre cette position.

La politique énonce les règles à suivre quant aux communications orales et écrites ainsi que sur la manière

d'utiliser les services de traduction. Le Conseil sera prié de voter sur la question à sa prochaine assemblée.

## Rapport de fin d'exercice

David Balzarini (UBC), trésorier de l'ACPPU, a présenté le rapport de fin d'exercice aux délégués du Conseil. Le budget original, approuvé par le Conseil pour l'exercice 1992-1993 clos en juin, prévoyait un surplus de 3 000 \$ par rapport à un budget de 3,4 millions de dollars.

Toutefois, le surplus s'élève à 33 873 \$ en plus de la somme de 215 000 \$ ajoutée au fonds de réserve. Le trésorier a fait remarquer que le fonds de réserve de l'ACPPU se chiffrait à 430 161 \$ à la fin de l'exercice financier 1992-1993. Il y a trois ans, l'association accusait un déficit.





J. Mark Langdon

## PROVINCIAL ROUNDUP

# Accountability report draws mixed reviews from OCUFA

The Ontario Confederation of University Faculty Associations (OCUFA) has mixed views about the final report of the Task Force on University Accountability. The report, released by Education Minister Dave Cooke on June 21, makes 47 recommendations to improve the accountability of Ontario universities to the government, public and university community.

The report's recommendations focus on three major areas:

- The first set develops a more detailed accountability framework which includes evaluating universities' performance against stated and publicized institutional objectives.

- The second set establishes guidelines concerning universities' boards of governors, including functions, method of selection, liability, conflict of interest and selection mechanisms.

- The third establishes a permanent monitoring body to assist the auditor, government and public to ensure universities are fulfilling their responsibilities.

OCUFA President Saul Ross responded to the report in a letter to Cooke on Oct. 6. First, he rejected a recommendation that would give the provincial auditor authority to only conduct audits of the use of government operating funds.

"The provincial auditor should be able to audit all revenue, including that from fees and other private funds. Non-accountability for tuition fee revenue and other private funds increases the incentive to administrators to favour private over public funds," Ross said. "The recommendation that such a limit be placed on the auditor's powers comes as no surprise, given the overwhelming preponderance of university administrators on the Task Force."

Ross said OCUFA supports greater accountability of universities to the community and greater representativeness of governing bodies but is concerned that "performance indicators" stipulated in the report are too narrow.

"If one is interested in such matters as access, diversity, climate and college-university links, new performance indicators have to be constructed and utilized to see how the university is doing," he said.

In particular, Ross noted greater attention must be placed on inclusivity within departments, pay equity for senior academic staff, the presence or absence of effective sexual harassment policies and

interdisciplinary programs.

"As a whole, the model suggested in the final report is better than a traditional value for money approach.... Universities should be held accountable to their mission statements rather than to the value judgments of the auditor. We therefore welcome the Task Force's recommendation ... that universities be 'measured' against their own mandates and mission statements and not some model imported from other institutions," Ross concluded.

In its response, CAUT supported OCUFA's position that universities should be accountable to the public for their work. In a letter to Cooke, CAUT President Alan Andrews welcomed the Task Force recommendation for greater openness in university operations but regretted the lack of specificity for carrying it out. Andrews stressed the need for transparency, in particular, in the budget and financial reporting of universities. "We think that the line budget should be an open document and should be examined by both the senate and the board of governors of the university in detail through processes which give access to the entire university community as well as the public," said Andrews.

The CAUT response also shared OCUFA's views about the use of performance indicators. While not objecting to reasonable reporting of what the university does, the letter to Cooke expressed concern that the overuse of misguided exercises will mean an increase in bureaucracy rather than an increase in effectiveness.

### Two strikes against OUSA

The Ontario Undergraduate Student Alliance (OUSA) recently suffered a major setback when the University of Toronto's Student Administrative Council voted to temporarily withdraw,

pending a spring referendum. At Queen's University a referendum will be held to determine whether student funding should be provided for OUSA.

Currently, Queen's, Brock, Waterloo, Laurier and Western are members while all other universities are either independent or members of the Canadian Federation of Students — Ontario (CFSO), formerly known as the Ontario Federation of Students.

OUSA differentiates itself from the CFSO through its willingness to accept up to 30 per cent tuition increases, provided the government matches those funds and by virtue of its demands for an income-contingent loan repayment program. This program was introduced on a trial basis by Education Minister Dave Cooke several months ago.

OUSA has been subjected to an aggressive campaign of opposition. Opponents at

Toronto formed the University of Toronto's No-to-OUSA Working Group and the back cover of the student council's "Anti-Calender" was devoted to a scathing attack on OUSA for perceived elitism and willingness to accept tuition hikes.

Jaggi Singh, founding member of the working group, said: "OUSA is just mimicking the line of the government and of the Council of Ontario Universities and not representing students." He added that while the working group agrees that the CFSO's zero tuition policy is also unrealistic, OUSA did more harm than good by dividing student representation.

The referendum at Queen's will only determine whether there will be a 95 per cent student contribution to OUSA and will not affect affiliation with the group.

### Education ministers agree on science testing

Canada's education ministers have agreed to expand a national student evaluation program to include science, beginning in 1996. Currently, high school students' math, reading and writing skills are tested. The meeting of the Council of Ministers of Education (CMEC), on Sept. 27 and 28 in Victoria, also produced agreement to harmonize of school curricula among the provinces and a task force was created for this purpose.

CMEC Chairman Dave Cooke praised both decisions. On the harmonization issue, he stated: "We share many common education goals and we agree to ensure greater harmonization of the ways we set about achieving them." He added that expanding the current School Achievement Indicators Program will assist in harmonization and promote informed debate.

Newfoundland Education Minister Chris Decker stated:

"We need commonality in our teaching and when we're looking at curriculum. In the Canadian educational system we have always paid attention to each region but in addition we must recognize that in the global economy, Canada is becoming more and more a single nation."

New Brunswick Education Minister Paul Duffie said: "People have said, 'Why can't everybody just study math the same way?' It's a good question, but there's more than math and English and science in our schools." Regional education concerns include language, culture and economic differences, he pointed out.

Ministers of Education will receive the results of nationwide standardized math tests in December.

### Nova Scotia to tax professors' salaries

Newly-elected Liberal Premier John Savage's first budget will produce a tax on professors' salaries but will not affect 1993/94 operating grants.

At the time of writing, it was unclear exactly what percentage of professors' salaries would be taxed or clawed back, but Nova Scotia Confederation of Faculty Associations (NSCUFA) President Michael Manson said the amount could represent one to two per cent of salaries. Manson said this may be achieved through a reduction in working days, similar to the social contract in Ontario.

The arrangements are being worked out through government discussions with an ad hoc committee of university presidents. NSCUFA has asked for a seat on that committee but has not received a response.

The budget drew criticism from many sectors of the Nova Scotia population in the wake of the Liberals' election promise not to raise taxes.

### Memorial encounters admission problems

Memorial University's decision to increase entrance requirements to 65 per cent this fall has led to administrative difficulties concerning a few students. Two students who received provisional acceptances but did not receive letters of confirmation later in the summer registered anyway and were asked to leave when the university discovered the error in late September.

One student successfully appealed the decision and was allowed to stay. A second was preparing his appeal at the time of writing while a third, who registered despite receiving a rejection letter, lost his appeal.

The successful appellant, who had a 64.7 per cent average, was readmitted because the university was unaware that he had a serious hearing impairment.

Glen Collins, Memorial's registrar, said the university was at fault for not sending the follow-up letter to some students. However, he also noted the onus was on the students to be aware of the terms of the original offer and to be familiar with admissions standards.

"The letter clearly explained that the provisional acceptance would be converted either to an acceptance or a rejection," he said. "I'm not going to put the whole emphasis back on the student but if you don't get the second letter, you should at least make contact with the university."

He defended the decision to increase entrance standards, noting that data indicate only one in six students entering Memorial with between 65 and 70 per cent graduate.

(J. Mark Langdon is a Ph.D. student at Queen's University and instructor in the Political Studies Department, Trent University.)

## CFS also opposes user-pay for PSE

I am writing to commend Alan Andrews for his well-argued editorial "Simplistic user-pay schemes no way to fund PSE."

The Canadian Federation of Students (CFS) has long asserted that income contingent repayment plans for student loans are nothing more than the "spoonful of sugar" that students are supposed to swallow with the "medicine" of higher tuition fees.

In fact, such schemes are not student assistance programs at all. Rather, they are clearly touted — even by the *Globe and Mail* — as a way to fund post-secondary institutions. Hence, income contingent loan repayment plans garner strong support from university administrations and cash-strapped governments alike.

There is no doubt that underfunding of Canada's colleges and universities has reached crisis proportions. But students are neither able, nor willing, to make up for the funding shortfall that has resulted from government policy decisions. If post-secondary education really is a priority for Canada, it's time for Canadian governments to stop dumping their

responsibility to fund the system onto the backs of students.

CFS advocates a funding model that would pay for a high quality, accessible, and nationally planned system of post-secondary education. Part of that model, outlined in a document entitled *Strategy for Change*, calls for reform of the taxation system. That way, those who do benefit from post-secondary education by earning higher wages, would contribute more to society through the tax system.

We have also published a critical analysis of income contingent loan repayment plans, called *Compromising Access*. Along with outlining how income contingency could actually decrease access to post-secondary education, *Compromising Access* disputes much-cited "success stories," such as Australia.

Copies of both of these documents can be obtained by contacting: CFS, 600-170 Metcalfe Street, Ottawa, Ontario, K2P 1P3 (613) 232-7394.

Carl Gillis  
National Chairperson  
Canadian Federation of Students

### EXACT ANALYSIS

by Mehran Basti

Please see the ad in "Notices of the American Mathematical Society", February 1993 issue.



# CANARIE project aims to provide world-class electronic highway

*Now a non-profit corporation, CANARIE offers Canada a chance to get back on track as a leader in communications technology*

Bill Zwerman

Four years ago a group representing interests from both the private and public sectors came together under the auspices of the Federal Department of Science and Technology to begin planning the development of a national high speed, high capacity electronic highway of the future.

They took the acronym CANARIE, Canadian Network for the Advancement of Research, Industry and Education, as their temporary name. The name has become permanent and the informal association has been formalized.

The CANARIE project has become CANARIE Inc. CANARIE Inc. is a membership organization which includes several major universities, many private corporations, some government agencies, school boards and other interested parties.

All of the parties gathered under the umbrella of the new corporation agree that the electronic highways, lifelines of the "new" Canada, are falling years behind the demands of Canadian research, teaching, economic development, health, and human service needs. A nation which once led the world in communications technology now trails every major industrial nation.

CANet is the corporation which we know through our use of electronic networks such as

Internet. It is a system hopelessly inadequate for providing for needs crucial to the maintenance of a viable post-secondary educational system in Canada.

The news groups on Internet are jammed, gophers are bogged down, supercomputers sit without being connected to high speed communication feeds, libraries can't move information fast enough to allow us to compensate for the loss of services resulting from cutbacks in traditional purchases. Everywhere we turn we are faced with an antiquated, inadequate communications system.

We must remember that the rate of increasing demand on these systems renders them inadequate in any given form very quickly. The inadequacy is defined by the users and the fact is that we are constantly increasing our expectations and accelerating our use.

## What is CANARIE?

"CANARIE is a national initiative and a national opportunity. Its mission is to stimulate the creation, by the year 2000, of an electronic communications capability for all Canadians that is second to none in the world," says the introduction to the *CANARIE Business Plan: CANARIE & Associates*.

CANARIE is a non-profit corporation governed by an elected board of directors working with a smaller executive committee and a salaried staff. The council of CANARIE meets at least once a year. The day-to-day work of the

corporation will be conducted by the staff, executive committee and active members of the standing committees of the corporation.

CANARIE's stated mission is: To support the development of the communications infrastructure of a knowledge-based Canada and in so doing contribute to Canadian competitiveness in all sectors of the economy, to wealth and job creation and to our quality of life.

## What does it look like when it's finished?

It does not look like anything. If CANARIE is successful it is invisible. A successful high speed system is one we use and don't even notice — no crashes, no hang-ups, no delays, no errors, etc.

CANARIE began as a concept of a "spine," a "backbone" for the Canadian communications system. The concept has developed to the point where there is consideration of CANARIE Inc. becoming the governor of the major national electronic networks in Canada.

Whether CANARIE "takes over" remains to be seen but there is consideration of CANARIE absorbing CANet. The present concept of the system has gone well beyond the original concept.

## What difference does it make? — To whom?

Discussions of new technologies often leave us wondering how these new technologies serve us, who "us" is, and what difference it

really makes. "Us" includes:

- Library services which move information between two or more locations — bibliographical materials, Canadian Association of Research Libraries (CARL) services, database search programs like Veronica and Archie, etc.
- High speed electronic communication is also an absolute prerequisite for all efforts to create regional or national library networks.

- All of us who make use of the bulletin boards, file servers, news groups, etc. which exist in Internet. The communication networks being developed to facilitate teaching and research are rapidly overloading the capacity of existing systems. The rise in use has been, and is continuing to be, exponential and the present capacities are grossly insufficient.

- Any of us who utilize high speed, high capacity computers. The supercomputers of today must be connected to the researchers. There isn't very much value in using an eyepopper to fill an ocean — moving data in and out at 56,000 bytes per second into machines that aren't connected — great hardware that only makes sense when it is networked internationally so as to make user interfaces invisible.

- Anybody moving large masses of data where time is a consideration — all sophisticated distance education, any sustained remote interaction between researchers or teachers and students.

There are other considerations. All of our concerns simply add to the importance of developing and

implementing high capacity electronic highways in Canada.

The best case scenario for CANARIE, unfortunately, leaves us behind other nations and well behind our demands at the end of the present plan in 2,000. The need for even more than is currently envisaged has become obvious.

## How should we support CANARIE?

If you are an active user with interests to protect, encourage your university to actively participate in the governance of CANARIE. User interests will not be protected without high levels of participation. We should make every effort to see that we have representation on the executive, the board and the standing committees.

We should be prepared to support any lobbying efforts required to protect the interests of the academic community if these interests should be challenged in an unreasonable manner.

The next several years will see much discussion and debate over right of access to the networks, fees, controls over use, priorities, public interests vs. private gain, and a host of related matters.

If we are not vigilant and participating in the decision-making we are likely to find ourselves severely disadvantaged as time passes. In a world where governments are attempting to shift from traditional taxes to user fees our future is problematic at best.

(Bill Zwerman is a faculty member in the Sociology Department at the University of Calgary.)

## CALL FOR NOMINATIONS

### NOTIFICATION REGARDING NOMINATION TO CAUT EXECUTIVE COMMITTEE

At the October meeting of the CAUT Council there was a preliminary discussion of a proposal to merge the CAUT Collective Bargaining Cooperative back into CAUT so there would be only one organization. Details of this are in the November issue of the CAUT Bulletin. One part of the proposal considered was to change the structure of the CAUT Executive Committee. The Elections & Resolutions Committee is concerned on the one hand that individual members of CAUT should have an opportunity to nominate or seek nomination. On the other hand we think that it is not useful for people to be nominated for positions that may no longer exist after the winter meeting of Council. If they were, it would then have to be determined which new position was desired.

The positions on the Executive which would be available if there were no changes to CAUT are President, Vice-President, Treasurer, and three members-at-large. The current proposal (not yet approved and subject to change) has President, Treasurer, Vice-President (Human & Academic Rights), Vice-President (Collective Bargaining and Economic Analysis) and Vice-President (Publications/Media Affairs). Because of this situation of uncertainty about just what positions will comprise the Executive in 1994-95, Council passed a motion at the October meeting:

THAT the call for nominations for the vacant posts on the Executive Committee be postponed until after the February Council in 1994.

After the winter meeting of Council, when, one hopes, the matter is settled, a call for nominations for positions on the Executive Committee will be forthcoming.

### Call for Nominations

Nominations are now being actively sought for election to positions on the three CAUT Standing Committees: Academic Freedom and Tenure - Person Chairing, three vacancies; Librarians - Person Chairing, one vacancy; and Status of Women Committee - two vacancies. Individual affiliated members and associate members of CAUT are entitled to make nominations.

In order to maintain the effectiveness of CAUT as an organization it is extremely important that well qualified members of local and provincial associations are nominated. Elections will take place at the CAUT Council meeting in Ottawa in May, 1994.

### Term of Office

The term of office for the Person Chairing the Academic Freedom and Tenure Committee is three years and the Person Chairing the Librarians Committee is one year. The term of office for members of CAUT Standing Committees is three years.

### Nomination Procedure

Nominations should be sent to: Professor Mark Sandilands, Person Chairing, Elections and Resolutions Committee, CAUT, 308 - 294 Albert Street, Ottawa, Ontario, K1P 6E6

### They should include:

A letter of nomination. A brief statement of why the nominator feels the nominee is qualified to serve. The agreement of the nominee to serve if elected. A completed copy of the "Standard Information Form" (available from any Faculty Association office or from CAUT) and, for nominees to the Academic Freedom and Tenure Committee, a full academic curriculum vitae.

### Nomination deadlines

Academic Freedom and Tenure Committee: January 7, 1994

Librarians Committee: January 7, 1994

Status of Women Committee: January 7, 1994

### Description of Positions

Nominees for positions on Standing Committees should have considerable experience in the area of responsibility of the committee to which he or she is nominated. Nominees for the Person Chairing normally must have served at least one year on the Committee.

## APPEL DE CANDIDATURES

### AVIS AU SUJET DES MISES EN CANDIDATURE AU COMITÉ DE DIRECTION DE L'ACPPU

Lors de son assemblée d'octobre, le Conseil de l'ACPPU a amorcé les premières discussions du projet de retour de la Coopérative de négociation collective au sein de l'ACPPU. Ainsi, il n'y aurait plus qu'une seule organisation. Vous aurez plus de détails à ce sujet dans le numéro de novembre du Bulletin de l'ACPPU. Le projet étudié comporte également une modification de la composition du Comité de direction de l'ACPPU. Le Comité des élections et résolutions croit d'une part que les membres individuels de l'ACPPU devraient avoir l'occasion de présenter des candidats ou de solliciter un mandat. D'autre part, il estime inutile que des personnes soient portées candidates à des postes qui n'existeront plus après l'assemblée du Conseil de février car il faudrait alors déterminer quel poste elles souhaitent occuper.

Si la structure de l'ACPPU n'est pas modifiée, les postes suivants du Comité de direction seraient à combler: la présidence, la vice-présidence, la trésorerie et trois postes de membres ordinaires. Le projet de fusionnement, qui n'a pas encore été approuvé et peut être modifié, comprend la présidence, la trésorerie et trois vice-présidences (droits universitaires et de la personne, négociation collective et analyse financière, publications et affaires relatives aux médias).

En raison de la composition incertaine du Comité de direction de 1994-1995, le Conseil a adopté la motion suivante à l'assemblée d'octobre:

QUE l'appel de candidatures pour les postes vacants du Comité de direction soit reporté après l'assemblée de février 1994 du Conseil.

Après cette assemblée, lorsque la question sera réglée, nous l'espérons, des candidatures seront sollicitées pour des postes du Comité de direction.

### Appel de candidatures

Nous sollicitons activement des candidatures à des postes aux trois comités permanents de l'ACPPU: trois postes au Comité de la liberté universitaire et de la permanence de l'emploi dont celui de la présidence, un poste à celui des bibliothécaires dont celui de la présidence, et deux postes au Comité du statut de la femme. Les membres affiliés individuels et les membres associés de l'ACPPU ont le droit de présenter des candidatures. Pour que l'ACPPU demeure une organisation efficace, il est donc très important de proposer des candidats qualifiés des associations locales et provinciales. Les élections se tiendront à l'occasion de l'assemblée du Conseil qui se tiendra à Ottawa en mai 1994.

### Mandat

Le mandat du président ou de la présidente du Comité de la liberté universitaire et de la permanence de l'emploi est de trois ans et d'un an au Comité des bibliothécaires. Le mandat des membres des comités permanents de l'ACPPU est de trois ans.

### Méthode de mise en candidature

Il faut envoyer les candidatures à: M. Mark Sandilands, Président, Comité des élections et résolutions, ACPPU, Bureau 308, 294, rue Albert, Ottawa (Ontario), K1P 6E6.

### Les pièces suivantes doivent accompagner les mises en candidature:

Une lettre de mise en candidature. Une brève déclaration expliquant pourquoi la personne qui présente le(a) candidat(e) estime qu'il ou elle possède les qualités voulues. L'accord du/de la candidat(e) de siéger s'il (ou si elle) est élu(e). Une copie du Formulaire d'information réglementaire à l'intention des candidats à un poste électif de l'ACPPU, disponible auprès des associations de professeurs ou de l'ACPPU et, pour les candidats au Comité de la liberté universitaire et de la permanence de l'emploi, un curriculum vitae complet de leur expérience universitaire.

### Date limite des mises en candidature

Le Comité de la liberté universitaire et de la permanence de l'emploi: le 7 janvier 1994

Le Comité des bibliothécaires: le 7 janvier 1994

Le Comité du statut de la femme: le 7 janvier 1994

### Description des postes

Les candidats à des postes aux comités permanents doivent posséder une expérience considérable dans le champ de responsabilité du comité pour lequel leur candidature est proposée. Les candidats proposés à la présidence de chacun des comités doivent normalement y avoir siégé au moins pendant un an.





Susan Gray

## NEWS FROM QUEBEC

### Concordia University establishes two inquiries

With the Fabrikant trial over, Concordia University has set up two inquiries to investigate the circumstances surrounding the shooting deaths of August 1992.

The first committee of inquiry will look at scientific and academic integrity at the University, particularly in the field of engineering. Headed by three respected Canadian academics the committee will determine whether the rules, procedures and practices in force at Concordia conform to those generally used at other Canadian universities. In addition, it will decide whether there is any substance to the allegations of financial and scientific misconduct at Concordia made to the Natural Sciences and Engineering Research Council in 1992.

The members of the committee are: law professor and former York University president Harry W. Arthurs; engineer and former École Polytechnique Dean of Research Roger Blais; and mathematician and former Chair of the Department of Mathematics & Statistics at the University of New Brunswick Jon H. Thompson. Dr. Thompson has worked for two decades to strengthen faculty rights and defend the interests of university teachers. He has served as chair of CAUT's Academic Freedom & Tenure Committee and member of the CAUT Board and Council.

The committee has been instructed to submit its findings within six months of its first meeting.

An independent person external to Concordia University will be appointed to conduct the second inquiry. Their mandate includes the investigation of everything which relates to the Concordia employment history of Valéry Fabrikant. Based upon this review, the appointed investigator will make recommendations concerning, among other things, faculty hiring and promotion procedures, and policies and procedures for resolving grievances.

Concordia's Director of Public Relations, Ken Whittingham, says the University is not "starting with the idea that there are major problems here. The main purpose of the inquiries is to clear the air."

#### Study on university accessibility critical of proposed fee hikes

A study done by the association representing most Quebec students predicts that the tuition fee increases planned by the government will be counterproductive in the long term. A detailed economy study produced by the Organisation nationale universitaire (ONU) concludes that the government will raise \$102 million in the short term from full-time students' fees if it goes ahead with its plan to raise tuition by \$800 in 1994. It will, however, lose \$2.6 billion in the long term due to lower revenues.

The organization's figures are based on another ONU study released in April. That study showed that someone with a bachelor's degree costs the state \$500,000 less than someone with only a secondary education. This is due to the fact that, among other things, the university graduate will pay higher taxes and rely less on unemployment insurance and social services over the course of a lifetime.

The nine-month old ONU, which groups together 20 associations, represents both undergraduate and graduate students in Quebec.

ONU spokesperson Serge Charlebois said the association used an elasticity factor of .06 per cent in its latest study. Thus, if tuition fees climb by one per cent, demand for courses should decrease by .06 per cent.

But Mr. Charlebois admits the figures "should be studied carefully because education is not a typical consumer good." Still, he told the *Bulletin* that .06 is a "very conservative estimate, given the figures used in other Canadian studies."

With a 55 per cent tuition increase in sight, it is thought that the equivalent of 5,250 fewer full-time students will be in the Quebec university system in 1994-1995 than in 1993-1994.

In addition to being attacked for its position on fee hikes, the government has come under fire from the ONU for its record on student aid.

Since fees were unfrozen in 1989, university tuition has risen by \$656. Yet the average loan and bursary package has increased by only \$108 despite government promises to correlate tuition increases and assistance levels.

The ONU is currently working on another study concerning possible alternative solutions to the problem of chronic underfunding in Quebec universities.

#### Last report of the Conseil des universités

The Conseil des universités, an advisory body, would have celebrated 25 years of existence in 1993-1994 if not for the government's decision to abolish it in July. Instead, its last report concerns itself with "the most significant issues of the university sector, which is undergoing constant transformations."

According to the Conseil, the relationship between universities and society-at-large must be redefined. The report endeavours, among other things, to give a general idea of the future "paths" possible for the university sector.

As a starting point for its analysis, the Conseil assumes that "the main objectives for accessibility adopted during the educational turning point of the sixties" have been attained. The current challenge for Quebec universities is to respond to needs related to socio-economic development and a global environment characterized by international competition, and to the emergence of new disciplines.

In addition, universities can no longer evaluate their success by employing models based on their traditional clientele, says the Conseil. Part-time students and a diversity of cultural backgrounds are among the new factors which must be taken into account.

To deal with these challenges, universities need financing that is based on the quality of their work rather than the number of students they can attract, as is presently the case. So that Quebec's universities can meet the needs of the province and improve their competitive position internationally, the Conseil also stresses the need for more complementarity as regards the research and teaching mandates of different institutions.

As for university-society relations, the Conseil calls for a more rigorous assessment process for university teaching, research and planning, the results of which should be made available to the public authorities, to university students and to the universities' own financial partners.

(Susan Gray is a freelance journalist and translator who lives in Montreal.)

## NOUVELLES BRÈVES DU QUÉBEC

### Enquêtes à Concordia

Susan Gray

Le verdict ayant été rendu dans l'affaire Fabrikant, l'Université Concordia procède maintenant à deux enquêtes reliées aux circonstances entourant la fusillade d'août 1992.

La première enquête examine l'intégrité scientifique et universitaire de Concordia, particulièrement en ce qui concerne le domaine du génie. Un comité composé de trois universitaires canadiens respectés comparera les règles, procédures et pratiques en vigueur à l'université pour voir si elles sont conformes à celles généralement utilisées dans d'autres universités canadiennes. De plus, l'enquête déterminera si les allégations faites au Conseil de recherches en sciences naturelles et en génie du Canada en 1992 au sujet de l'inconduite financière et scientifique à Concordia ont un fondement.

Les membres du comité sont: Harry W. Arthurs, professeur de droit et de sciences politiques à l'Université York et ancien recteur de cet établissement, Roger Blais, professeur et ancien doyen de recherche de l'École Polytechnique, la plus grande école de génie au Canada, et Jon H. Thompson, professeur de mathématiques et de statistiques à l'Université du Nouveau-Brunswick. Dans le cadre de ses activités syndicales, M. Thompson a travaillé au sein de l'ACPPU comme membre du Conseil (1985-1987) et comme président du comité de la liberté universitaire et de la permanence de l'emploi (1985-1988).

Le comité devrait soumettre son rapport de six mois après sa première réunion.

Le mandat de la deuxième enquête concerne l'évaluation de tout ce qui est relatif à l'historique du travail de Valéry Fabrikant à Concordia. La personne choisie pour enquêter sera appelée à faire des recommandations concernant, entre autres, les procédures d'engagement des professeurs ainsi que les politiques et les procédures pour résoudre les doléances liées à l'emploi à l'université.

Ken Whittingham, directeur des relations publiques à Concordia, indique qu'on ne part pas «avec l'idée qu'il y a de grands problèmes ici. Le but principal des enquêtes est de mettre les choses au clair».

#### Une étude sur l'accessibilité aux études universitaires critique les projets de hausses des frais

Une étude faite par l'association représentant la majorité des étudiants universitaires démontre que les hausses des frais de scolarité prévues par le gouvernement iraient à long terme à l'encontre du but recherché.

Une étude économique détaillée faite par l'Organisation nationale universitaire (ONU) calcule que le gouvernement obtiendra 102 millions \$ à court terme des étudiants à temps plein s'il réalise son projet de hausser les frais de scolarité de 800 \$ en 1994. Mais il subira une perte de 2,6 milliards \$ à long terme due à des revenus inférieurs.

Ces chiffres sont basés sur une étude antérieure de l'ONU rendu publique en avril. On concluait qu'un étudiant avec un baccalauréat (par rapport à quelqu'un n'ayant qu'un diplôme du secondaire) coûte 500 000 \$ de moins à l'État au cours de sa vie à cause, entre autres, d'impôts supérieurs et du recours moins fréquent à l'assurance-chômage et aux services sociaux.

L'ONU, qui représente les étudiants des trois cycles et de 20 associations, a été formée en février.

Dans son étude la plus récente, le regroupement a employé un facteur d'élasticité de .06 p. 100, a expliqué Serge Charlebois, porte-parole de l'ONU. Ceci veut dire que chaque pour cent d'augmentation des frais se traduit par une baisse de demande de .06 pour cent.

Mais M. Charlebois admet qu'il faut mettre «beaucoup de réserves autour de ces chiffres, car l'éducation n'est pas un bien de consommation comme les autres». Néanmoins, il a déclaré au *Bulletin* que le chiffre de .06 était «très conservateur, étant donné les chiffres employés dans d'autres études canadiennes».

Avec une hausse prévue de 55 p. 100, on calcule qu'il peut y avoir 5 250 étudiants équivalents temps complet de moins dans les universités québécoises en 1994-1995 qu'en 1993-1994.

Outre les projets de hausses de frais de scolarité, le gouvernement est fortement critiqué par l'ONU pour sa position en ce qui a trait aux subventions étudiantes. Depuis le dégel des frais de scolarité en 1989, les frais ont augmenté de 656 \$; l'aide moyenne en prêts et bourses a augmenté de 108 \$ malgré le fait que le gouvernement avait promis une coordination entre les hausses de frais et celles des subventions.

L'ONU prépare actuellement une autre étude sur les solutions de rechange possibles pour remédier au problème du sous-financement chronique des universités québécoises.

#### Dernier rapport du Conseil des universités

Le Conseil des universités, un organisme consultatif, aurait marqué sa 25<sup>e</sup> année d'existence en 1993-1994, mais en juillet le gouvernement a décidé de l'abolir. Pour conclure ses travaux, il a préparé un dernier rapport qui «fait ressortir, dans l'ensemble des transformations incessantes du système universitaire, les enjeux actuels les plus significatifs».

Les universités traversent une période caractérisée par la nécessité de redéfinir les rapports entre elles-mêmes et la société, affirme le Conseil. Dans ce rapport, cet organisme tente de tracer à grands traits un portrait des possibilités pour l'avenir du système universitaire.

Comme point de départ de réflexion, le Conseil soutient que les «grands objectifs d'accessibilité adoptés au tournant des années 60» ont été atteints. Le défi actuel pour les universités québécoises est de répondre à des besoins liés au développement socio-économique, à l'éclosion des savoirs et à un climat global caractérisé par une compétitivité à l'échelle internationale.

Les universités ne peuvent plus évaluer leur succès concernant la réussite des études et des cheminements en employant les modèles fournis par les étudiants traditionnels, ajoute le Conseil. Les étudiants à temps partiel et la diversité dans l'origine des clientèles, sont parmi les nouveaux facteurs à considérer.

Pour faire face à leurs nouveaux défis, les institutions universitaires ont besoin d'un financement basé sur la qualité de leur travail plutôt que sur les quantités d'étudiants qu'elles peuvent attirer, ce qui est l'essence du système actuel.

Pour que le système universitaire québécois réponde mieux aux besoins de sa propre société et pour qu'il soit plus compétitif à l'échelle internationale, il faudrait aussi miser sur la complémentarité entre les missions d'enseignement et de recherche des établissements, soutient le Conseil.

En même temps, le Conseil veut que l'enseignement, la recherche et la planification dans les universités soient évalués beaucoup plus rigoureusement et que les résultats soient accessibles aux pouvoirs publics, à leurs partenaires et à leurs étudiants.

(Susan Gray est journaliste et traductrice pigiste et vit à Montréal.)



# The technology of the future is already here

*Hypermedia computers will do most of the "interactive teaching," especially the teaching of technical details*

By Robert E. Jensen

Over the past two years, I visited more than sixty campuses with a modest dog-and-pony show, demonstrating how professors can author their own multimedia lectures and make CD-ROM disks on their desktop computers. In the spring semester of 1992, my university awarded me a grant to do something similar, but on a much larger scale, for our own faculty. With three other Trinity faculty members assisting, we conducted a Faculty Summer Seminar with faculty participants competitively selected from departments across campus. We were joined by eleven consultants in education technology from outside the campus.

Leaders and participants concluded that education is in the midst of a monumental technological paradigm shift, one that will eventually change the way that all instructors teach and the way that all students learn. No longer will it suffice for us to continue doing what we did best — that is, explaining techniques, procedures, and processes in classroom lectures and student discussions. Traditional teaching roles are going to change. Indeed, experts on the leading edge of technology and learning theory hear the rumbling of the shift that will soon hit education. Of course, predicting exactly when and how hard it will hit each instructor in each institution is about as difficult as predicting earthquakes. There is little doubt among researchers and scholars, though, that technological plates are sliding in a way that will lead to the ultimate pre-eminence of what is known as *hypermedia learning*.

Hypermedia learning entails interactive and nonlinear navigation through learning material that reaches students' senses — seeing, hearing, touching, smelling. Hypermedia computers connected by international broad-band networks will do most of the "interactive teaching," especially the teaching of technical details of art, business, history, languages, mathematics, medicine, music, and science. Instructors will do less explaining, because the best materials of the world's best teachers on almost every subject will be added to the instructor's own hypermedia presentations, and will be available on call at any time of day or night that students want to learn.

Faculty members will have new roles to play in the educational process. For example:

- Course instructors will play a larger role in inspiring students to want to learn more about a subject and a smaller role in explaining that subject to students.

- Course instructors will

spend more time authoring hypermedia materials that will be available at all hours on campus networks and writing compact disks to be available to students.

- Course instructors will play a much greater role in selecting learning goals and helping students choose from a mind-boggling multimedia library of worldwide learning material that will build at an exponential rate in the next century.

- Some instructors will build international reputations for creativity in authoring and continually updating hypermedia

cantly different from the technology of past decades. The key factors causing this shift are the joining of international broad-band networks with newer and hypermedia authoring and delivery systems that will be more accessible in one way or another to all faculty. Materials available to students will be quite different, and styles of teaching and learning will change dramatically. Some of the comparative advantages are shown below.

For example, broad-band electronic networks render less need for physical proximity of

and low self-esteem sometimes become different in social interactions void of physical contact. Language or other communication barriers between "teacher" and student shrink in the presence of interactive choices about language, extent of visualization, and extent of reading versus audio.

For example, Robert Winter indicates that Pacific Rim students soar much higher in music theory when hypermedia enables them to overcome English-language barriers. Network socializing patterns may be less impacted by skin

this very moment. And network socializing, communicating, and educating are similar to realities soon to be faced in the real world.

Bruce Hahn asserts that professors have been much slower adapting to new technologies of the paradigm shift. By this, he means slow relative to industry. Government agencies, the military, business corporations, and other parts of society are well ahead of academe in multimedia development for training and communications. We need to catch up, or students not familiar with network communicating, socializing, and training will face a competitive disadvantage in their future careers. Hahn also points out that multimedia presentations have even been so effective in presenting expert witness testimony that the results of court cases may hinge upon which side has the most effective multimedia show.

*"simulations and virtual realities are often better teachers than real-world experience"*

Computers have infinite patience in teaching that involves drill and repetition, especially among students with differing skills and aptitudes. From mathematics to music to pilot training, human instructors run short of patience when some students need seemingly endless repetitions relative to the few who catch on the first time. Newer hypertext and hypermedia learning materials allow nonlinear interactions such that learners can seek different levels of entry and alternative methods of presentation. Students needing more illustrations, cases, and audiovisual aids are actively in control of their own learning paces (provided that the learning materials are rich in providing such options.)

Real-world experience is not necessarily the best teacher. In the technology paradigm shift, J. Wesley Regan contends, simulations and virtual realities are often better teachers than real-world experience. Learners can be "placed" in worlds thousands of years forward or backward in time. Dick Cutler shows how VR allows us to shift time and space in constructed realities. New multimedia technologies make these worlds amazingly close to realities of different times and different locales. Learners can be placed in "dangers" that are out of the question for real-world training and education. Science students can handle toxic and explosive materials in virtual labs.

Astronomy students can



learning materials made available on vast, worldwide education networks.

What follows is a combination of my own opinions and those that have been voiced by some of the participants and consultants in our 1992 seminar. All participants would not agree with all of my conclusions, but based upon the extensive evaluations and letters received from participants after the seminar, most of them would certainly agree with these predictions.

In plain words, the new technology in the emerging paradigm shift is jolting us with comparative advantages signifi-

learners to learning materials, other students, and teachers. The computer can be in Texas, the learning materials can be in the Louvre, and an entire "classroom" of interactive learners can be comprised of students physically located in different nations.

In the paradigm shift, we are discovering that multimedia networking replaces both advantageous and adverse ingredients of learning in physical proximity of teachers and students. Networking is, at times, superior for both educational and social interaction. Dick Cutler stresses how people affected by shyness, fear,

colour, sex, language differences, national origin, physical handicaps, and many other factors present in physical interactions. Students known only by pseudonyms are already socializing over long distances with network friends and acquaintances they never intend to meet face to face. According to Dick Cutler, old concepts of "pen pals" and "short-wave buddies" are now being taken to new dimensions via multiple user dimension networks (MUDs), which are currently used more by students than by their professors. Students are teaching and entertaining each other across long distances at

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embark on multimedia star treks. Simulations make it possible to visualize masses of data and relationships that are otherwise incomprehensible. Donna Cox shows how visualizations help to make intuitive sense out of complex phenomena. Financial analysts in TIAA/CREF currently enter the virtual world to understand better the bewildering complexities of real-world data. Naval trainees can sail any day of the week through any type and level of virtual typhoon of their choosing. American pilots and tank commanders trained repeatedly in virtual worlds before embarking on real-world missions in the Gulf War. Medical students learn on virtual patients and practicing physicians prepare for difficult surgeries and radiation treatments on virtual patients before treating their real-life counterparts.

Emerging technologies enable professors both to create their own customized teaching materials and to update those materials daily. Publishers of electronic books can put new editions on networks at will. Robert Winter notes that instructors can change electronic books when and how they choose, including changes made directly in front of an audience. Emerging technologies that digitize knowledge make it cheaper and easier to combine all, or portions of, documents from multiple sources into a single file or electronic book. These technologies are very worrisome in terms of copyright infringement, but new ways of rewarding creative scholarship may emerge, permitting copyrights and electronic reproductions to go hand in hand.

Emerging technologies lift experts as well as beginners to higher levels of understanding. Robert Winter illustrates how hypermedia can lift music understanding to new levels previously unknown to scholars and even to composers of the piece being examined. Hypertext and hypermedia nonlinear navigation may also add entirely new insights to understanding drama, art, or history, fields in which visualization is essential for full understanding and appreciation. This is true not only in the arts and humanities; Donna Cox observes that scientists have also long known that clever visualizations of data are essential to the discovery of key phenomena in the data. Emerging technologies are expected to make visualizations more efficient and effective than any technology of the past, thereby contributing to the new learning.

Multimedia training and education may save millions of dollars due to a variety of factors. For example, compact discs that hold thousands of pages of text and graphics can be reproduced for about \$2 per disc. Hard-copy publishing, in contrast, is significantly more costly and more difficult to update. Electronic books can be authored and updated at will on rewritable optical drives.

Traditional texts are bulky to store and transport, relative to, say, new portable compact disc players that have flip-up colour screens. These can be carried in briefcases along with a few

discs that hold millions of pages of text, graphics, and audio files. Networks make it possible to transfer thousands of pages of text and graphics to new locations in the blink of an eye. Hard-copy books are difficult to search in comparison with electronic searches of computer files.

***"We become producers, directors, artists, writers, actors, camera operators, choreographers, and editors of our own multimedia productions"***

Emerging technologies offer new dimensions of combining full-motion video, recorded audio files, and animated graphics to text. They provide users with the capability to change image sizes and presentation sequences interactively.

Emerging technologies also enable us to be more creative in presenting our course materials. We become producers, directors, artists, writers, actors, camera operators, choreographers, and editors of our own multimedia productions.

William Norris contends that emerging technologies will yield a vital, cost-effective way of making timely and interactive learning materials available to anyone, anywhere — young or old, rich or poor, rural or urban.

Some comparative disadvantages to emerging technology remain. A book is only as good as the print stream between its covers. Similarly, a hypermedia presentation is only as good as its bit stream in a computer file. Probably the main obstacle that currently impedes professors from becoming immersed in developing hypermedia teaching materials is the existing reward structure at most institutions. Promotion, tenure, and merit rewards are driven mainly by creativity in research. If teaching superiority is rewarded, the rewards hinge primarily upon highly favourable student evaluations or a professor's reputation on campus for caring for and attending to students on an individual basis. A lacklustre researcher who devotes fifty hours a week to developing and updating wonderfully creative hypermedia teaching materials is likely to come up on the short end of tenure, promotion, and merit raise awards.

The same cannot be said for a lacklustre, though adequate, professor who devotes fifty hours a week generating wonderfully creative research. In the current system, rewards for creating great teaching materials flow mainly from outside royalties from successful textbooks. At present, however, publishing firms and other businesses have not yet figured out how to "publish" electronic materials and make profits from sales to students. Authors are more likely to be rewarded for writing successful hard-copy texts than producing creative electronic wizardry.

Markets for hard-copy books, moreover, are well established. Libraries are equipped with shelves for storing these books. Markets for electronic "books" and other forms of multimedia

learning materials are not yet established, and there are no standards to the point that libraries can afford to invest in all "systems" to store and offer these materials to users. Barriers to date are serious and complex. The major obstacle is probably the constantly changing technology in computer hardware and software, especially varied and changing technology in microprocessors, file storage, video graphics, laser technology (CD-ROM, CD-MM, CD-I, CD-Audio, photo CD, video disk), operating systems (DOS, OS/2, Windows NT, Apple, UNIX), hypermedia software, and networking hardware and software. Vendors seeking market dominance insist upon being unique to the point analogous to having hundreds of railroad companies that cannot agree on a uniform gauge of track to be laid out.

***"The technology paradigm shift could not be happening at a worse time in terms of academic budgets"***

Lack of standardization discourages publishers, professors, and other materials developers from creating and distributing hypermedia materials. It has been less of a discouragement within a given corporation or government agency that can adopt an internal standard (for example, an Apple or a Windows CD-ROM system) when developing training courses and internal communication systems.

International networks such as those carried on the Internet tend to be unfriendly to users, especially those users who are not entrenched hackers wearing caps with tiny propellers; only novice levels of e-mail are friendly in ways that networks are not for file transfers. High priorities exist to change this situation in most networks but, at the moment, networks are like snarling beasts that scare away all but those willing to spend half of their working days taming them.

The technology paradigm shift could not be happening at a worse time in terms of academic budgets. Most campuses have not linked their buildings and offices with adequate cable (especially fiber optics) for broad-band networks. Campus investment for burying this cable and linking up to international networks requires millions of dollars in new capital at a time when cutbacks are devastating existing budgets. Most of the computers in faculty offices are akin to horses and buggies in the jet age of hypermedia and networks. A 1983 desktop computer is not a 1989 laptop computer is not a 1993 notebook computer is not a 1996 armband hypermedia computer. Campus horses and buggies are not suited to hypermedia authoring or delivery of learning materials.

Warm and fuzzy professors patiently "hold hands" to soothe frustrated students who have learning or personal problems. No hypermedia author can anticipate all possible questions that learners might raise, nor set up interactive naviga-

tion buttons for millions of conceivably possible questions. Professors beat the machines in capacity to react to unforeseen questions raised and make adjustments to unforeseen paths of discourse. Some cues in complex combination (for example, the perspiration on a student's brow, atypia stammering, moistened eyes, phone messages from a parent, and the like) are best dealt with when there is physical proximity between a student and a human listener and teacher. Dennis Huston stresses that learning groups often perform better face-to-face. Even though the interactive teaching machines may teach calculus details better than Professor Fuzzy, there are students who want and need lessons from Fuzzy.

***"With so much opportunity for learning at their fingertips, students and faculty members may become indecisive about what tracks to pursue in depth"***

When evaluating students' learning performance, the electronic age offers many aids for grading writing style, grammar, and spelling. However, when their performance is to be evaluated in highly subjective areas, such as creative thought and expression, universities still need human faculties on the payroll. And it is not clear that our machines can replace us in setting new trends in music, art, and culture, because new trends and changed interests are dynamic manifestations behind which our machines are likely to lag in time (including changes caused by what the machines helped us to understand better). Robert Winter tells of a music theory student whose admiration of Bach changed after hypermedia learning showed "how easy" it was for Bach to write the Brandenburg Concertos. Professor Winter then had to work outside the hypermedia system, face-to-face, to convince this music student that there were still reasons to hold Bach in awe.

With so much opportunity for

learning at their fingertips, students and faculty members may become indecisive about what tracks to pursue in depth — the kid-in-the-candy-store syndrome. There is also a temptation while authoring in hypermedia software to get caught up in developing an expertise in the method at the expense of the content of what is being created. In other words, there are many technological distractions.

A great new force will, in the years immediately ahead, change the nature of learning and what it means to be a faculty member. For reasons that have been discussed, many of us welcome the coming developments and believe that higher education will improve significantly for most students.

We also realize, however, that great changes are usually accompanied by some disruptions, disagreement, and pain. The main downside elements of hypermedia learning have been described, and academia will have to be patient and creative in dealing with the attendant problems.

On balance, however, the advantages outweigh the disadvantages, and we would do well to prepare for the great changes that are almost upon us. The opportunity and the promise for better teaching and learning will make all of the effort fully worthwhile.

(Editor's Note: Names mentioned in this article (such as Dick Cutler, Robert Winter, J. Wesley Regan, and others) refer to colleagues who participated with the author in Trinity's Faculty Summer Seminar, and helped develop some of the ideas in this article.)

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## TRIBUNE LIBRE / COMMENTARY

# Interpretation of student evaluations

*L'évaluation des professeurs par les étudiants est maintenant chose courante même si elle demeure controversée. Dans les revues universitaires, cette pratique suscite une litane de plaintes qui sont prévisibles comme le veut l'adage « personne ne grogne avec autant d'éloquence qu'un professeur lésé ». Le présent article est un autre sujet de plainte, l'éloquence en moins. Il rappelle d'abord le climat idéologique qui a donné naissance à la pratique et conclut avec un argument qui, à ce que je sache, n'a jamais été discuté ouvertement. L'article prend racine dans la sémiotique de Peirce et la théorie des méta-évaluations. Il est possible de généraliser l'argument même si l'article s'attache aux questionnaires auxquels les étudiants répondent pour l'évaluation des professeurs.*

by Michael Kuhara

Student evaluation of professors is now commonplace, though still controversial. The practice inspired a litany of complaint in academic journals, predictable complaint given the adage, "nothing squeals as eloquently as an aggrieved academic." This essay is yet another such grievance, eloquence aside. It begins with a recollection of the ideological climate which conceived the practice and ends with a complaint which, as far as I know, has gone unregistered. It is rooted in Peircean semiotics and meta-value theory. Though focused on questionnaires used in student evaluation, the argument is generalizable.

## Academic ideology in the 1970's

The practice of student evaluation of professors began in the "student power" days, in response to student demands for "participatory democracy" in education: for more student rights and more professorial accountability to students. The simile, "Student-as-nigger," had the play of a pop hit and became orthodox. For a time, grades were seen to be degrading. Professorial selection of course content was an imposition — students knew best what was "relevant." Lectures were oppressive — class meetings were for "sharing ideas;" being "opinionated" was a professorial sin. Efforts at reformation (educational equity, affirmative action for students) included required membership on department, faculty and university committees, including personnel committees, the right to appeal grades and, of course, student evaluations. It added up to a conceptual revolution: instead of one generation's passing its wisdom to the next, higher education, at least teaching, became the marketing of ideas and other entertainments to satisfy student demand.

The pendulum is swinging back, prompted by second thoughts on these fledgling practices. For example, few student committee members are adequately informed and even fewer are independent — usually some professor or administrator controls the student vote, usually the successful suitor of student approbation. Also, grade appeal procedures are often modeled on judicial procedures, putting the onus of proof on professors and assuming students deserve "A's" unless proven otherwise. Worse, professors and students testify before an "arbitration panel" which then decides the grade as an award — though the arbitrators may never have had the course and could not themselves pass the exams and are unqualified to teach the course.

However, only a reactionary would think these arguments justify a return to "the good old days." Their implications are more limited: students should have greater rights to fair assessment and participation in university management than they enjoyed in the pre-70's, but the above practices are not the right means. Back to the drawing board.

## Student evaluation of professors

Student evaluations are similar. Construed one way, they are merely surveys providing census type data — they are not truly evaluations, i.e. report cards, at all. Thus most of the forms minimize or even disguise their evaluative nature. Typically, they are formatted with a series of apparently descriptive or classificatory statements and boxes for responses. For example:

Professor was prepared	agree		neutral	disagree	
	strongly	weakly		weakly	strongly
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What seems to be solicited is autobiographical comment: the student's opinion about his/her agreement regarding the classification. However, this and most other such questions are readily and unconsciously construed thus:

Grade the professor's preparation	A	B	C	D	F
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Apparently factual (descriptive or classificatory) questions become value questions. There may be nothing wrong with soliciting student value judgment. What is wrong is the surreptitious way it is done because it hides a level of indeterminacy in the interpretation of the responses.

Typically a colleague, department chair or dean has the responsibility of judging whether a professor was well prepared etc. — in sum whether he or she is a good teacher. Student responses on questionnaires are presented as evidence for that official judgment. But what sort of evidence is it? Nothing deductively follows about something's being an X or a Y merely because N number of people believe it is an X or a Y. A good inductive inference would presuppose some level of expertise by the respondents. Agreement by even a majority of ignoramuses warrants no one's agreement or belief. Furthermore, we should not infer that people believe statements merely because they say so: there might be confusion due to ambiguity or misconception; or insincerity or fraud, malicious or not. This is the level of classificatory indeterminacy: as evidence for classification, they rate poorly.

But even assuming respondents more or less know the definition of 'prepared' etc. or at least how to apply it and do so conscientiously, another level of indeterminacy arises once we move from classification to evaluation. As a request for the students' evaluations of preparation or whatever (well or ill prepared? or preparation: A,B,C,D, or F?), we must also assume that students have standards for such evaluations and sincerely and correctly apply them. At this level, no interpreter is entitled to presume what student standards are, let alone their correct or sincere application. We can assume members of a linguistic community more or less share definitions — that is what defines the (more or less loosely knit) community. But members of a linguistic community need not share extra-linguistic values. A linguistic community need not be a community of values or ideals. More importantly, students need not have the same standards as colleagues, deans or other official judges. So student evaluation is practically worthless as evidence for official evaluation. Call this evaluative indeterminacy.

Of course, something might be bad as an X but good as a Y. And what might be worthless as evidence for a dean's evaluation might fare better under a different heading. Deans might simply delegate their judgmental responsibilities to students. Or it might be contractually adopted as a procedure for judging quality of preparation — and the like. (It

was proposed at one university that 50 per cent of the official teaching evaluation would be determined by student evaluation.) But what are the odds that such delegations or contractual terms would result in good teachers being recognized as good teachers? Or even for good teacher's — by the dean's standards — being recognized as good. We haven't a clue. But it is a safe bet that the odds are immensely lower than the odds of finding the innocent innocent or the guilty guilty by a judicial procedure (though we cannot know in cardinal terms what those odds are either.) By judicial standards — of proof and due process — our findings of guilt or innocence of bad teaching are primitive at best.

In some cases we cannot interpret the possible responses as covert requests for evaluation. But then how are we to interpret the phrases "agree — strongly or weakly, disagree — strongly or weakly?" These questions would then be elliptical for "agree or disagree that the classificatory statement in question is true." Again, apparently a mere autobiographical response. However, what do strength or weakness of agreement or disagreement with a classification tell us about its truth? Without assuming rationality or cognitive virtue of the respondents, they tell us nothing whatsoever. People can hold prejudiced or dogmatic beliefs without the slightest evidence. But if we do assume the cognitive virtues, then strength and weakness of agreement or disagreement are correlated to degrees of evidence — good reason and little or bad reason. Then, the hidden question would be revealed thus:

The professor was prepared	agree		neutral	disagree	
	good reason	bad reason		good reason	bad reason
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If so, how can we explain the wide variety of responses typically generated? Don't students more or less have the same evidence available? More important, why would we treat a response of "agree with little reason" on a par with "agree with good reason?" Furthermore, we see here the recurrence of evaluative indeterminacy: "good and bad reason" bespeak evaluation. Do we trust students to share among themselves or with us standards of good reason? Or is that one of the very virtues we are trying to teach? If so, how can we presuppose it? On the other hand, maybe the response indicate little more than student whim — which on the market model is all we should care about, anyway.

One more indeterminacy demands attention. The main function of these questionnaires is as evidence for good teaching. They break up the macro job of teaching into a dozen or more micro jobs and ask students to evaluate work in each. The macro grade is then assumed to be a function of the micro grades. Yet just as charm and even greatness in people are compatible with large numbers of vices, so is greatness in teaching. There is no formulaic way to generate the macro grade based on the micro grades because there is no ranking or weighting of the micro jobs. Teacher evaluation, like judicial judgment, is an art, not a science; it needs practical wisdom not statistics.

Unsigned student comment and accusation is now generally disallowed or restricted to the instructor alone, for reasons of natural justice. To a professor they may be suggestive — but hardly more. The moral of this story is that the prepared response part of questionnaires is no better than the holograph part.

(Michael Kuhara is an Associate Professor of Philosophy at the University of Lethbridge. He has been active for many years in his local and provincial faculty associations and in CAUT and Collective Bargaining Coop. His areas of specialization are clearly revealed in this article.)

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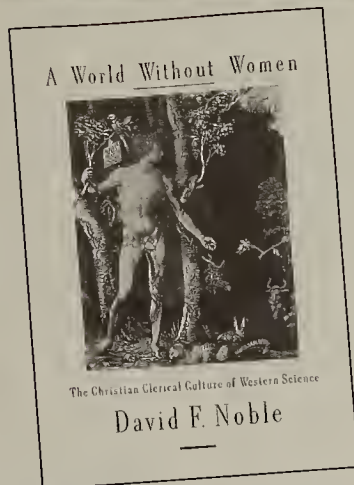
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L'ACPPU accepte les articles de 1500 mots au plus portant sur des questions contemporaines directement reliées à l'enseignement postsecondaire. Les articles sont publiés à la seule discrétion de l'ACPPU. Les articles ne doivent pas traiter de griefs personnels ni de questions purement locales. Ils ne doivent pas être diffamatoires, ne doivent pas injurier des personnes ou des groupes et ne doivent pas porter d'accusations non prouvées. Les articles peuvent être rédigés en français ou en anglais mais ne seront pas traduits. Les auteurs devront soumettre avec leur texte un résumé de 150 mots en vue de le faire traduire dans l'autre langue officielle. Les articles signés d'un pseudonyme seront rejetés. L'ACPPU espère publier un article par numéro selon la qualité et la quantité des textes soumis. Veuillez transmettre les articles par courrier électronique (CAUT@Carleton.ca) ou sur disquette (Word Perfect 5.1).



## CAUT BOOKSHELF / LE COIN DES LIVRES



## A World Without Women, The Christian Clerical Culture of Western Science

David F. Noble  
Knopf, New York, 1992

Today's newspaper contains an article from Reuters News Agency reporting the Pope's warning against the influence of "radical feminism" on the church. Reuters, this isn't news. From at least the second century, Western Christianity has been site of an internal struggle about the inclusion of women in the life of the mind and the world of learning and authority.

David Noble's detailed and fascinating account of this struggle takes us through the period up to about the tenth century before which double monasteries and the vital participation of women marked the development of Christianity. He then continues on in time to unravel the causes and consequences of the exclusion of women in the power struggles between local bishops and the popes; asceticism and similar ideologies as the weapons in those struggles; and the almost continuous rise and defeat of dissident movements.

The story becomes even more interesting when we reach the third part of the study on science. Why should anyone have been surprised by the article of Gordon Freeman, professor of physics, whose published "findings" of the harmful impact of working mothers on the abilities of his students to desist from cheating on his examinations, was the subject of recent alarms? Should we have been surprised it was published? He might have published a version in the last five centuries with equal results.

Noble finds in the history of the tight interlink between organized religion and science many occasions on which the knowledge and contribution of women have been recognized and recorded. Paracelsus in the sixteenth century, for example, acknowledged the importance of women as chemists and healers in his studies of medicine. But, as in any system of control, if people are not literate and not eligible to become so by virtue of their ascribed characteristics, this knowledge is purloined by the powerful or lost to history. Noble is able to recount numerous examples.

Noble has made an important contribution to the ongoing debate about the causes of women's secondary status in society, particularly in the academics and laboratories. Many have ascribed the problems to capitalism; Noble ascribes a great deal of them to the Christian church. But his is not a comparative study nor a study of blame but a description, drawn entirely from secondary sources published in the English language. It draws out the power of institutions, of organized campaigns, of ideologies and beliefs as the basis of campaigns with major social consequences and long historical influences.

There will be arguments and rebuttals. Someone will get on with the analysis of the patriarchy of other religions. This is an encouraging book and one that many students, faculty and laypeople will find revealing and important.

(Review by Lorna R. Morsden, President and Vice-Chancellor of Wilfrid Laurier University.)

## Pedagogy is Politics: Literary Theory and Critical Teaching

Edited by Maria-Regina Kecht  
Urbana and Chicago: U of Illinois, 1992

This collection of essays is about the professing of English in the North American university. It enters a discussion that has been going on in the United States for some years now, developing arguments familiar from the work of, among others, Robert Scholes, Gerald Graff, and Richard Ohmann (also a contributor whose 1976 *English in America* opened up many of these questions).

One of its unifying assumptions is that the discrete text — and to a somewhat lesser degree its author — are no longer the centre around which the English classroom is constructed. For the hundred years or so that English has been a university discipline, they have occupied that position.

Now, however, that centre no longer holds, and in this collection and in several others with similar aims — Henricksen and Morgan, Zavazadeh and Morton — the subject itself is called into question. What does it mean to teach literature? What, in fact, is one teaching?

For most of the contributors to this volume, the answer would be "empowerment." In the words of the editor, "as teachers and scholars we are bearers of critical knowledge that should empower others to make sense of their position in the world" (Kecht, p. 7).

Many of the essayists do attempt, not always entirely successfully, to question their own practice, and to examine their own inevitable (even if resistant) participation in the ideological structures, the dominant systems of beliefs and values, which they want to make visible.

As one of the contributors puts it, "pedagogy is politics" both in the sense that teaching can have political effects and in the sense that political analysis of the academy must encompass teaching practices as well as curricula" (Schilb, p. 49).

From such a point of view, pedagogy is inescapably political, whatever one's claims to neutrality and disinterestedness. For to take no position is to take a position, is to be political. Hence the essays argue for theoretical self-awareness, a recognition of "the situated nature of both our critical positions and our interpretations of texts" (McCormick, p. 116). The emphasis here is on theorizing rather than theory, on "an activity characterized by an attitude of scepticism toward accepted beliefs" (Shumway, p. 101).

Theory should not be approached as yet another subset of the literary canon with its own great texts and hierarchies. Above all, it should enable students "to begin seeing the general ideological constraints and empowerments within which they live" (McCormick, p. 115).

One consequence of these assumptions is that much current post structural theory is criticized as ignoring history. Deconstruction, it is argued, offers only a pseudo radicality, providing an illusion of change in substituting textual play for political struggle. Indeed, in this somewhat tendentious argument, deconstruction and new criticism are viewed less as opposed pedagogies than as related positions on a humanist continuum. As the most polemical of the essays argues, "humanism and deconstruction defend the same canon" (Zavazadeh, p. 43).

The 11 essays are divided into three sections: *Polemics*, which outlines many of these arguments; *Pragmatics*, concerned chiefly with issues of classroom practice and curricular revision; and *Positions*, a mixture of the polemical and practical.

Those I found to combine provocation and practicality most usefully are Kathleen McCormick's, "Always Already Theorists: Literary Theory and Theorizing in the Undergraduate Curriculum," a discussion of curricular revision and its pedagogical consequences at Carnegie Mellon in the '80s; Susan Horton's "Let's Get 'Literate': English Department Politics and a Proposal for a Ph.D. in Literacy," an account of a degree program in "signifying practices," which studies the production and reception of cultural texts. (At the same time she offers an analysis of departmental dynamics that should be helpful for those attempting to negotiate change in their own departments); and Richard Ohmann's "Teaching Historically," a nuanced defense of a contextualized, historically based curriculum that is attentive to language, genre and form, and that also allows for pleasure — "certainly we do not want the challenge of historical thinking simply to dislodge the pleasure of the text" (p. 185), something several of the other contributors seem suspicious of.

The last three essays are among the best (and the least predictable). Reed Way Dasenbrock's "English Department Geography: Interpreting the *MLA Bibliography*" offers a remapping of English that is language-not nation-based: "literature in English forms part of at least thirty national literatures, but it cannot be identified with any of them" (p. 210).

James Clifford's "A Burkean Critique of Composition Praxis," questions the relation between so-called "good writing," the uses of evidence, and the process of socialization. And Peter Rabinowitz's "Against Close Reading," suggests that close reading is "neither the natural, the only, nor necessarily the best way to approach a text" (p. 231), a point closely related to the "against interpretation" arguments of Horton and Shumway. In any event it should not precede an omnivorous, heterogeneous reading. Without that, close reading is almost meaningless. There are many kinds of reading, he argues; they all should be taught.

Although many of the arguments are familiar and can be found in similar collections, as well as in Canadian forums like *English Studies in Canada* or the new multi-disciplinary *Textual Studies in Canada*, the grounding assumption that theory is a "critique of intelligibility" has important implications well beyond the boundaries of English.

A critical, sceptical stance, an engaged pedagogy that probes "the relationship between analysis in the classroom and critical thought in general" (p. 9) — these are certainly generalizable to other fields, as are proposals for programs, such as cultural studies, which cut across disciplinary boundaries. Nonetheless, those familiar with the vigour and range of much contemporary theory are likely to be uneasy with the selective, simplistic and reductive account of it that sounds as a refrain in this volume.

(Review by Prof. Judith Sherer Herz, Concordia University.)

## Reporting on Effectiveness in Colleges and Institutes: A proposed Accountability Framework for the British Columbia Public System

Canadian Comprehensive Auditing Foundation,  
Ottawa, 1993

This is the first part of a two-phase study by the Canadian Comprehensive Auditing Foundation (CCAF) of accountability for the community colleges and institutes of British Columbia. This document sets out a framework, and it is anticipated that there will be a pilot study to test the proposed structure.

This report is not as anti-union and anti-democratic as some of the first work supported by the CCAF. It still, however, has a flavour of the corporate board room rather than that of the higher education institution. It makes a bow to consultation, but in the vision of the authors the faculty are employees in the traditional sense and the development of the college is essentially a matter for the senior administration and the board of governors. "A positive working environment," for instance is defined in part as one where "there is clear and strong leadership," presumably by the management. There is nothing in the master plan about effective participatory

governance, good labour relations, or measuring really equal access for women and minorities. The CCAF tends to assume that the statistics in which it is interested are neutral and scientific when, in fact, they are partial and driven by a particular political vision.

The report nevertheless does suggest some useful ways in which community colleges could organize their internal research and data gathering to better effect. Moreover it does recognize that it is difficult to quantify everything in a community college. For example, it recognizes that it is not possible to measure the quality of teaching in any absolute sense. It notes that educational leave and professional development are key parts of any general program dealing with the intellectual resources of a community college. It also cautions against the production of useless data.

The two prefaces make it clear that the CCAF sees this not only as a model for community colleges but also for universities.

(Report summary by Donald C. Savage, Executive Director, CAUT.)



# CAUT/ACPPU BULLETIN

Le Bulletin accepte les lettres d'emploi à l'extérieur du Canada à titre de service pour les membres de l'ACPPU qui pourraient être intéressés. La perception de la liberté universitaire et son degré de protection peut varier d'un pays à l'autre. Les professeurs des États-Unis, ou l'Association of American University Professors enquête sur des prétendues violations de la liberté universitaire, il n'existe aucune méthode nous permettant de vérifier la situation de la liberté universitaire ailleurs.

Deux fois par année, l'ACPPU publie une liste d'universités faisant l'objet de censure par l'AAUP. Pour obtenir des renseignements supplémentaires sur ces censures, prière d'écrire à l'AAUP, suite 500, 1012 14th St., Washington, DC 20005. Tel: (202) 737-5800.

**UNIVERSITY OF GUELPH** - The Department of Animal and Poultry Science, University of Guelph invites applications for a Tenure Track Position in Animal Nutrition. The position is in the area of Swine Nutrition or in a closely related field, with an emphasis on swine. The incumbent will be expected to participate in the Undergraduate Program in Animal Nutrition, the Department in a discipline appropriate to their background and to advise graduate students. In addition, the successful candidate will be expected to participate in the Independent Research Program in Swine Nutrition. Along with evidence of scholarly potential in nutrition, candidates should possess a Ph.D. degree and have a working knowledge of the pork industry, and training in one or more of the following disciplines: animal metabolism; physiology of growth or reproduction; nutrition; and/or animal behavior.

CONCORDIA UNIVERSITY, Montreal.

**THE UNIVERSITY OF WESTERN ONTARIO** - Dean of Arts, Applications and nominations are invited for the position of **Associate Professor of English** in the Department of Western Ontario. The appointment, to be effective 1 January 1994 or as soon as possible thereafter, is for a full-time position and is renewable. Candidates should have an established reputation as an academic in the field of English literature and possess necessary administrative and interpersonal skills to provide leadership for the continuing development of the Department and to teach and/or teach in the Faculty. The University of Western Ontario has a top level research university with a strong tradition in Education. The Faculty of Arts has 128 full-time faculty members and offers programs in: Classical Studies, English, French, Modern Languages and Literatures, Philosophy, Psychology, Political Science, and Sociology. There are over 2,354 full-time students. The Faculty is very active in research and offers a wide range of graduate and full-time equivalent graduate students and many others who are attending part-time programs. The University has a strong interdisciplinary centre: The Centre for Women's Studies and Feminist Research, the Centre for the Study of the History of Ideas and Criticism. Nominations and applications should be submitted by 31 December 1993 to: **Dr. J. G. Collins**, Department of English, President (Academic), Room 107, Stevenson-Lawson Building, The University of Western Ontario, 1150 University Ave., London, Ontario N6A 3K7, Canada. Telephone: (519) 661-3110, Fax: (519) 661-3153. E-mail: [collinsj@uwo.ca](mailto:collinsj@uwo.ca). Please send a resume and list of references. In accordance with Canadian employment law, we are an equal opportunity employer. It is our policy to ensure that no discrimination is directed to Canadian Citizens and

Name/Nom \_\_\_\_\_  
 Address/Adresse \_\_\_\_\_  
 City/Ville \_\_\_\_\_ Province \_\_\_\_\_ Code \_\_\_\_\_



Permanent Residents of Canada. The University of Western Ontario is committed to employment equity, welcomes diversity in the workplace, and encourages applications from all qualified persons including women, members of visible minorities, aboriginal persons, and persons with disabilities.

## ASTRONOMY

**UNIVERSITY OF BRITISH COLUMBIA - Astronomy/Astrophysics.** Applications are invited for a tenure track assistant professor position beginning July 1, 1994. Appointment may be commensurate with a higher rank for a woman with exceptional qualifications. We are primarily interested in increasing our strength in theoretical astrophysics but outstanding candidates in observational astronomy are also encouraged to apply. The appointee will be expected to teach undergraduate and graduate courses, to develop a strong research program, and to supervise graduate students. Salary will be commensurate with experience. Applicants must possess a PhD. This position is subject to final salary approval. In accordance with Canadian immigration policy, this advertisement is directed to Canadian citizens and permanent residents. UBC welcomes all qualified applicants especially women, aboriginal persons, and persons with disabilities. Applications including a resume, a statement of research interests, and the names of three references should be sent to Dr. R.M. Ellis, Head, Department of Astrophysics, University of British Columbia, Vancouver, BC, Canada, V6T 1Z4, by December 15, 1993.

## ATMOSPHERIC SCIENCE

**DALHOUSIE SCIENCE.** The Atmospheric Science Program at Dalhousie University will have an opening for the Assistant Professor level starting in the Summer of 1994. A PhD degree in Atmospheric Science or related field and postdoctoral experience is required. The Atmospheric Science Program at Dalhousie University offers M.Sc. and PhD degrees in Atmospheric Science. Currently we have four fully research faculty members and about 15 graduate students. Our research activities are directed towards the physical meteorology with special emphasis on climate related processes and atmospheric-ocean interaction. Although outstanding applicants in all disciplines within Atmospheric Science will be considered, preference will be given to those with qualifications with interest in physics, thermodynamics and dynamics of clouds, cloud formation and parameterization, cloud modeling and cloud observations using aircraft and satellite data. Interested applicants should send their curriculum vitae, two of their most important publications, transcript of their graduate records and names of three references to: Prof. Charles A. Deser, Atmospheric Science Program, Department of Physics and Oceanography, Dalhousie University, Halifax, Nova Scotia, B3H 3J5, (fax: 902-484-5911). All applications received before December 15, 1993 will receive full consideration. Dalhousie University is an Equal Opportunity/Affirmative Action Employer. The University encourages applications from qualified women, aboriginal persons, visible minorities and persons with disabilities. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

## BIOCHEMISTRY

**UNIVERSITY OF ALBERTA.** Applications are invited for a Research Associate, a PhD in either Biochemistry, Cell Biology and 2 to 4 years of postdoctoral experience are required. The successful candidate will have experience in *in vitro* transcription/translation of proteins and application of this technique to the study of gene expression. Funds are available on a continuing basis (at least 3 years) subject to annual confirmation of funding. The annual salary will be \$33,951. The closing date for applications is Nov. 30, 1993. For further salary and curriculum vitae and the names of 3 references to: Dr. J.E. Vance, Lipid and Lipoprotein Research Group, Department of Medical Research Centre, University of Alberta, Edmonton, AB T6G 2G6, Canada. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University encourages applications from qualified women, aboriginal persons, visible minorities and persons with disabilities. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

## BIOLOGICAL SCIENCES

**BROCK UNIVERSITY.** Department of Biological Sciences. Applications are invited for a post-doctoral fellowship in mushroom research. The position will involve the development of genetic characters for the differentiation of *Trichoderma* species found commonly in mushroom growing facilities. The main goals of the research are to identify particularly virulent *Trichoderma* isolates and to determine the mode of transmission of these isolates within farms. Applicants should send a CV and the names of three references to: Alan J. Casila, Department of Biological Sciences, Brock University, St. Catharines, Ontario L2S 3A1. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens or permanent residents. Brock University is an equal opportunity employer.

## BIOLOGY

**UNIVERSITY OF SASKATCHEWAN - Plant Molecular Biology.** The Department of Biology, University of Saskatchewan, invites applications for an Assistant Professor position at the Assistant Professor level in the area of plant molecular biology. This position is subject to budgetary approval. Candidates should have a PhD degree and, preferably, additional research experience in recombinant DNA techniques. The post will take effect July 1, 1994. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents. The University of Saskatchewan is committed to the principles of employment equity: women candidates, candidates of aboriginal descent, and candidates from other minority groups are especially encouraged to apply. Send curriculum vitae and three references and telephone or fax numbers of at least three references to: Dr. R.J. Smith, Department of Biology, University of Saskatchewan, Saskatoon, Sask. S7N 0W0, Canada. Telephone (306)366-4400, FAX (306)366-4461, E-mail: SMITH@SASKUSASK.SK. The closing date for applications is January 15, 1994.

**UNIVERSITY OF SASKATCHEWAN - Plant Microbiology.** Applications are invited for a tenure-track position at the Assistant Professor level in the area of Plant Microbiology (vascular plants). Candidates should have a PhD and postdoctoral experience with an emphasis on the molecular biology of the vascular system in addition to other teaching duties. The position will be available July 1, 1994. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents. The University of Saskatchewan is committed to the principles of employment equity: women candidates, candidates of aboriginal descent, and candidates from other minority groups are especially encouraged to apply. Send curriculum vitae and three references and telephone or fax numbers of at least three references to: Dr. R.J. Smith, Department of Biology, University of Saskatchewan, Saskatoon, Sask. S7N 0W0, Canada. Telephone (306)366-4400, FAX (306)366-4461, E-mail: SMITH@SASKUSASK.SK. The closing date for applications is January 15, 1994.

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**UNIVERSITY OF TORONTO - The Department of Zoology.** University of Toronto invites applications for a tenure track position in Evolutionary and Behavioural Ecology of the Assistant Professor level to begin July 1994. Of particular interest are candidates who have a strong theoretical perspective in their research. Their research program should include empirical studies, and preferably field oriented. The successful candidate is expected to develop a vigorous and internationally recognized research program and to teach graduate level courses at the graduate and undergraduate level. We provide a competitive salary including research support, a house, and the opportunity to work in one of the largest and most diverse ecology programs in North America. Interested applicants with a PhD in a relevant field should send a curriculum vitae including 5 most recent, detailed statements of research and teaching interests, reprints of their 5 most recent publications, and three letters of reference to: Ecology Search Committee, Department of Zoology, University of Toronto, Ontario M5S 1A1, Canada. Applications will be considered beginning 13 December 1993. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. In accordance with its Employment Equity Policy, the University of Toronto encourages applications from qualified women or men, members of visible minorities, aboriginal persons and persons with disabilities.

## BIOTECHNOLOGY

**UNIVERSITY OF BRITISH COLUMBIA - Plant Tissue Culture.** A position at the Assistant Professor level is available in the Biotechnology Laboratory at the University of British Columbia. The successful candidate will have a PhD in plant molecular biology or a related field, with experience in plant tissue culture, plant cytogenetics, molecular biology and confocal microscopy. The position is of short duration and cannot accommodate a training period. Experience with non-radioactive labelling of DNA probes and/or immunolocalization is an asset. Applicants for this position at the level of Research Associate II are required to hold a PhD and have a minimum of two years postdoctoral experience. The position is held only on a part time basis (60% or 3 days per week) for a period of three months (January 3 to March 31, 1994). Closing date for applications is November 30, 1993. Contingent upon renewal of funding, the position may be extended for a maximum of two years (April 1, 1994 to March 31, 1995). UBC welcomes all qualified applicants, especially women, aboriginal persons, visible minorities, and persons with disabilities. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Interested candidates should submit a resume and a list of three references to: Dr. John Carlton, Biotechnology Laboratory, University of British Columbia, Vancouver, BC, Canada V6T 1Z3. Fax: 604-822-6097.

## BUSINESS

**UNIVERSITY OF NEW BRUNSWICK - The Faculty of Business** invites applications for four full-time positions in Accounting, Management/Finance, Marketing, Operations and Human Resource Management. The Faculty has two positions open in Financial Accounting. One of these positions requires competency in accounting information systems. The Management/Finance positions are subject to budgetary approval. Rank and salary will be commensurate with qualifications and experience. Qualifications required include the PhD or equivalent. Candidates with lesser qualifications will be considered for term appointments. Applications will be accepted until the positions are filled. Please send CV and the names and addresses of three references to: Dr. O. Box 5050, Saint John, New Brunswick, Canada, E2L 4L5. In accordance with Canadian immigration requirements, preference will be given to citizens and permanent residents of Canada. The University of New Brunswick is committed to the principle of employment equity.

**CHATEAU UNIVERSITY - The School of Business** of Chateau University invites applications for a full-time tenure-track position at the rank of Assistant Professor. The priority areas are (i) Accounting and (ii) International Business/General Management, but preference will be given to candidates with cross-disciplinary skills and interests that combine one of these areas with one or more others in business and management. Qualified applicants in other areas will also be considered. The School of Business is committed to a strong research emphasis. The position requires a PhD or equivalent degree (completed or near completion), preferably with research and teaching experience. Duties include research and teaching at both undergraduate and graduate levels. Salary will be competitive and commensurate with qualifications. Appointments normally are effective July 1. The position is subject to budgetary approval. Chateau University is committed to equality of employment for women, aboriginal peoples, visible minorities, and disabled persons. Interested persons in these groups are encouraged to apply. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents. Please send curriculum vitae and the names of three references by December 17, 1993 to: Dr. Nicolas Papadopoulos, Director, School of Business, Chateau University, 1125 Colonel By Drive, Ottawa, Ontario, K1S 5B6, fax: (613)731-7571.

**THE UNIVERSITY OF VICTORIA School of Business** created in 1990, is Canada's newest business school and offers a B.Com. and an M.B.A. program with majors in Entrepreneurship and Small Business Management. The School has an enrollment of 700 students in both the B.Com. and the M.B.A. programs and the largest of 35 faculty. Our newly established and innovative M.B.A. program has a target of 100 students in the second year. A mandatory cooperative education component is included for all students. Applications are invited for tenure track positions from candidates with research and teaching interests in one or more of the following areas: Entrepreneurship and Small Business Management, International Business/Trade (emphasis on Pacific Basin countries), Marketing Strategy/International Marketing, Finance/International Finance, HRM, Business Policy/Strategy. Appointments will take effect on July 1, 1994. Applicants should hold a doctoral degree or be near completion of a doctoral program. Preference will be given to candidates with three to five years of teaching and research experience. Salary levels are very competitive and negotiable, dependent upon qualifications and experience. An excellent benefits package is provided with the University paying all retirement benefits, life insurance, and most health programs. Closing date for applications is November 30, 1993. Contingent upon renewal of funding, the position may be extended for a maximum of two years (April 1, 1994 to March 31, 1995). UBC welcomes all qualified applicants, especially women, aboriginal persons, visible minorities, and persons with disabilities. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Interested candidates should submit a resume and a list of three references to: Dr. John Carlton, Biotechnology Laboratory, University of British Columbia, Vancouver, BC, Canada V6T 1Z3. Fax: 604-822-6097.

**WILFRID LAURIER UNIVERSITY - Applications** are invited for faculty positions in Accounting, Management and Operations, Finance, Marketing, Finance, Marketing, Operations and Decision Sciences, and Policy. Commencing July 1994, Limited Term and Visiting Positions are available in all these areas. Tenure Track positions are available in Accounting, Finance, and Marketing. Depending on qualifications and experience, merit a permanent position made at the rank of Assistant Professor. All positions are subject to budget approval. The School of Business and Administration emphasizes a balance between teaching and research. Outdistinctions include PhD or MEd with evidence of strong teaching and research potential. Specific areas of expertise sought for the tenure track positions are auditing, computer auditing and information systems for term position in Accounting, any area of the field for the other position in Accounting, derivative securities and corporate finance for term position in Accounting. This advertisement is directed to the first instance to Canadian citizens and permanent residents. The University is committed to employment equity and encourages applications from all qualified women and men, and provides a smoke free working environment. Applications accepted until positions are filled. Direct enquiries and applications to: Dr. Robert Ellis, Associate Dean of Business, School of Business and Economics, Wilfrid Laurier University, 75 University Avenue West, Waterloo, Ontario N2L 3G2.

**MEMORIAL UNIVERSITY OF NEWFOUNDLAND.** The Faculty of Business Administration is seeking tenure-track applicants in the areas of International Business, OT/OB, Industrial Relations and Accounting. Occasionally, contractual and visiting appointments are available. International candidates may be hired in other functional areas. Appointments are possible at all ranks. Employment dates are flexible, and salaries are competitive and depend upon qualifications and experience.

Tenure-track applicants should hold a doctoral degree in business or be near completion of a doctoral degree. The Faculty has institutes in the areas of small business and management development. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Please send 2 copies of your CV to: Dr. Sai Bure, Dean, Faculty of Business Administration, Memorial University of Newfoundland, St. John's, NF, Canada A1B 3X5, Telephone (709)737-8551, FAX (709)737-2457.

depend upon qualifications and experience. Tenure-track applicants should hold a doctoral degree in business or be near completion of a doctoral degree. The Faculty has institutes in the areas of small business and management development. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Please send 2 copies of your CV to: Dr. Sai Bure, Dean, Faculty of Business Administration, Memorial University of Newfoundland, St. John's, NF, Canada A1B 3X5, Telephone (709)737-8551, FAX (709)737-2457.

**THE UNIVERSITY OF AUCKLAND - NEW ZEALAND**  
**CHAIR IN SCIENCE EDUCATION**  
**Department of Education**  
**Vacancy UAC.353**  
The Chair of Science Education is an established Chair in the Department of Education. The Foundation Professor of Science Education, Professor Michael R. Matthews, is resigning for family reasons. The University is establishing a Centre for Science, Mathematics and Technology Education. The University has a Unit for Mathematics Education. There is close collaboration also with science and mathematics staff at the Auckland College of Education, through degree and diploma programmes. Applicants should have advanced qualifications in both education and the sciences. A PhD, a substantial publication record, school teaching experience, and knowledge of international developments in science education, are essential for appointment. The appointee will be expected to conduct research, to teach undergraduate and graduate courses, to contribute to the running of the Centre and to the administration of the Department of Education, to advise graduate students, to conduct programmes for school teachers. The successful applicant would also be expected to take a prominent role in local and national science education affairs and science teacher development. Commencing salary will be established within the range NZ\$80,080 - NZ\$99,840 per annum. Closing date: 20 December 1993.

**LECTURESHIP IN BIOLOGY**  
**Division of Science & Technology**  
**Tamaki Campus**  
**Vacancy UAC.335**  
The Tamaki Campus is the second campus of the University of Auckland. It was established in 1991 as part of the University's strategy for meeting the demand for university education, particularly in Auckland. The Campus is located about 13 kilometres from the City Campus. There are three academic divisions at Tamaki, these are the divisions of Arts, Commerce, and Science & Technology. They are responsible for the teaching at the Tamaki Campus. The courses and papers taught on the Tamaki Campus are governed by the General Statutes and Regulations and by the Regulations for the specific degrees of the University. The person appointed will participate in a programme in teaching and research in applied plant ecology and to contribute to Biology papers taught on the Main Campus as part of the Environmental Management Programme. He or she will interface closely with teaching and research programmes on the Main Campus through the School of Biological Sciences and by membership in groups such as the Ecology and Evolution Research Group and the Centre for Conservation Biology. Applicants must have a PhD or equivalent qualification and a strong record of innovative research resulting in publication at the international level. Preference will be given to a candidate with a demonstrable record of research and teaching in the field of applied plant ecology and particularly of terrestrial plant ecosystems. Knowledge of the vegetation of New Zealand and/or the South West Pacific would be an advantage. Commencing salary will be established within the range NZ\$37,440 - NZ\$49,088 per annum. Closing date: 1 December 1993.

**SENIOR LECTURESHIP IN OBSTETRICS & GYNAECOLOGY**  
**Limited Term - 5 Years**  
**Department of Obstetrics & Gynaecology**  
**School of Medicine**  
**Vacancy UAC.361**  
Candidates must hold a medical qualification registrable in New Zealand together with a postgraduate qualification in Obstetrics and Gynaecology accepted by the Royal New Zealand College of Obstetrics and Gynaecology for specialist recognition and should have some experience in teaching undergraduate and postgraduate medical students. They must have demonstrated an ability to undertake research and will be expected to pursue research activities. Clinical duties of 5/10 will be required at Middlemore Hospital. Commencing salary will be established within the range NZ\$67,808 - NZ\$87,568 per annum. Closing date: 3 December 1993.

**Conditions & Procedures for All Vacancies**  
Further information, Conditions of Appointment and Method of Application, should be obtained from the Academic Appointments Office, University of Auckland, Private Bag 92019, Auckland, New Zealand, telephone (64) 9 373-7999 ext 5097 or 5789, fax (64) 9 373-7454. Three copies of applications should be forwarded to reach the Registrar by the closing date specified. Please quote the relevant Vacancy Number in all correspondence.

**W B NICOLL, REGISTRAR**  
The University has an EEO policy and welcomes applications from all qualified persons

**McGILL**  
**FACULTY OF MEDICINE**  
**DEPARTMENT OF HUMAN GENETICS**  
Applications are invited for the position of Chair, Department of Human Genetics, McGill University, Faculty of Medicine.  
M.D. and/or Ph.D. with sound academic and research credentials in the field. Must have established and administered research groups. Must have extensive knowledge of the field as both a basic science and clinical discipline. Must have experience in educational design and execution of undergraduate, graduate, and postgraduate training programs. Will be responsible for the administration of the Department of Human Genetics; for strengthening teaching at all levels; and for the maintenance and further development of research components. Salary commensurate with qualifications and experience. Minimum appointment at the Associate Professor level. Applications should be directed to Dean Richard L. Cruess, McGill University, Faculty of Medicine, 3655 Drummond Street, Montreal, Quebec H3G 1Y6 by June 1, 1994. In accordance with the Canadian immigration requirements this advertisement is directed to Canadian citizens and permanent residents of Canada. McGill University is committed to equity in employment.

**McGILL**  
**FACULTY OF MEDICINE**  
**DEPARTMENT OF HUMAN GENETICS**  
Applications are invited for the position of Chair, Department of Human Genetics, McGill University, Faculty of Medicine.  
M.D. and/or Ph.D. with sound academic and research credentials in the field. Must have established and administered research groups. Must have extensive knowledge of the field as both a basic science and clinical discipline. Must have experience in educational design and execution of undergraduate, graduate, and postgraduate training programs. Will be responsible for the administration of the Department of Human Genetics; for strengthening teaching at all levels; and for the maintenance and further development of research components. Salary commensurate with qualifications and experience. Minimum appointment at the Associate Professor level. Applications should be directed to Dean Richard L. Cruess, McGill University, Faculty of Medicine, 3655 Drummond Street, Montreal, Quebec H3G 1Y6 by June 1, 1994. In accordance with the Canadian immigration requirements this advertisement is directed to Canadian citizens and permanent residents of Canada. McGill University is committed to equity in employment.







**UNIVERSITY OF NEW BRUNSWICK**  
Saint John Campus: English. Applications are invited for a tenure track appointment in English at the rank of Assistant Professor on the Saint John Campus of the University of New Brunswick. The successful candidate will be expected to teach at the lower level as well as upper level courses in the discipline. PhD required, as well as evidence of scholarly activity and a strong teaching record. Deadline for applications: 15 November 1994. For details of curriculum vitae and the names and addresses of three referees, should be sent to: Dr. James Noble, Acting Dean of Arts, University of New Brunswick, Box 5050, Saint John, N.B. A1B 4X6, in consultation with Canadian Immigration policy 1995.

Resource Sector Units. The for developing policies and effective human resource development University. Each applicant current description of major element.

in accordance with the qualifications of the appointee. Full university benefits would include an up-to-date curriculum addressed to:

**J. Armstrong**  
**to the President**  
**University**  
**ville, N.S.**  
**P 1X0**

before **January 31, 1994**.  
for three confidential references  
Armstrong and to arrive not later

January 31, 1994.  
the right to not fill the position  
scription. The successful candi-  
dure of the Board.  
Canadian immigration require-  
is directed in the first instance  
permanent residents.  
Equal Opportunity Employer.

higher diploma and higher MSc degree courses intended for implementation in the degree courses at the doctoral level in business research activity and publishing one of the following specialities: international business or personal qualities necessary for these functions.

\$836,580 p.a. (CAN\$1 = 1.25) for a fixed term gratuity-bearing mutual agreement, a further 10% for a second fixed gratuity-benefits include staff quarters, children's education allowances.

The referees should be sent to the Polytechnic, Hung Hom, Kowloon (Tel: 2364 2166). Further information may be obtained by nomination post or to make an appointment.



zens and permanent residents of Canada. The University of New Brunswick is committed to the principle of employment equity. **YORK UNIVERSITY, Faculty of Arts, Department of English Literature** is seeking an assistant professor level in the field of Contemporary Postmodern Literature to commence July 1, 1994. This appointment is subject to budgetary approval. Duties include teaching in the Faculty of Graduate studies and the development of a program of productive research. A PhD or equivalent is required. Salary will depend on qualifications and experience. A letter of application, curriculum vitae and a sample of the applicant's written work should be sent to: Prof. Murray S. Elliott, Chair, Department of English Faculty, York University, North York, Ont. M3J 1P3 (FAX: 416-736-5412; E-MAIL: MELLIOTT@YORKU.CA). Additional candidates should arrange for letters of recommendation from three referees to be sent directly to the above address. York University is implementing a policy of employment equity, including affirmative action for women faculty. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

**MCGILL UNIVERSITY.** Subject to budgetary approval, the Department of English will make a tenure-track appointment at the rank of Assistant Professor level in the field of Canadian literature. The successful candidate will also be an essay. Minimum qualifications include teaching experience and a strong research record. Note that this position is in addition to the anti-racism position in the same field's previous position.



## The University of Western Ontario Faculty of Medicine Chair Department of Psychiatry

The Department of Psychiatry provides undergraduate teaching within the Faculty of Medicine plus residency training in a fully accredited training program. Facilities are utilized in the three affiliated general teaching hospitals in London, Ontario, as well as several special psychiatric facilities including the Child and Parent Resource Institute (CPRI), Madame Vanier Children's Services and the two area Provincial Psychiatric Hospitals (London and St. Thomas). The Department includes an Extended Campus Program with responsibility for providing psychiatric manpower in northern Ontario. Residency training may include rotation to the northern sites.

Eligibility for Canadian certification in Psychiatry is required. Candidates should have demonstrated academic leadership and sound management skills.

Application should be submitted to  
**Dr. R.Y. McMurtry**  
Dean, Faculty of Medicine  
The University of Western Ontario  
London, Ontario, Canada N6A 5C1

The deadline for applications is December 31, 1993.

Positions are subject to University budget approval. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian Citizens and Permanent Residents of Canada.

The University of Western Ontario is committed to employment equity, welcomes diversity in the workplace, and encourages applications from all qualified individuals including women, members of visible minorities, aboriginal persons, and persons with disabilities.



## DEAN FACULTY OF FINE ARTS

Concordia University is seeking a Dean, Faculty of Fine Arts to take office 1 June, 1994 for a five-year renewable term. The incumbent is not seeking reappointment.

The Dean is the academic leader of a dynamic Faculty of Fine Arts which currently comprises approximately 2,000 undergraduate and 200 graduate students pursuing programmes in the B.F.A., M.A. of Art Education, M.A. of Art Therapy, M.A. of Art History, M.F.A. in Studio Art, Diploma in Art Education, Certificate in Advanced Music Performance, Diploma in Art Education, Diploma in Art Therapy, Certificate in Elementary Art Education. In the departments and programmes of Art Education, Art History, Cinema, Contemporary Dance, Design Art, Music, Painting and Drawing, Printmaking and Photography, Sculpture, Ceramics and Fibres; Theatre, Interdisciplinary Studies and Studio Art, undergraduate and graduate programmes are housed. Research is carried out by a Faculty complement of 104 within the context of departments and programmes.

The ideal candidate will be an individual with national and international academic stature and credibility. In dealing with the external and internal communities, the interpersonal skills of the candidate are vital. The demonstrated ability to administer and manage, the capacity to carry through projects from beginning to end, the ability to communicate in French, excellent negotiating skills and the ability to collaborate effectively are essential.

The Dean must possess scope of vision, boldness and confidence, a commitment to inter- and multi-disciplinary programmes and a clear appreciation of the inter-relationships among the differing disciplines and the ability to reconcile varying positions within the academic community.

The Dean of the Faculty of Fine Arts is one of five Academic Deans, reporting to the Vice-Rector, Academic. The individual chosen should be able to work easily with a team of senior administrators which includes colleagues, as well as the senior administrators who form the Office of the Rector, sharing information and participating in major policy decisions.

Concordia University is committed to Employment Equity and encourages applications from women, aboriginal persons, visible minorities and disabled persons.

Applications and nominations, including curriculum vitae and names and addresses of three possible referees should be sent by December 31, 1993 to Dr. Rose Sheinin, Vice-Rector, Academic, Chair, Advisory Search Committee, Dean of the Faculty of Fine Arts, Concordia University, 7141 Sherbrooke St. West, AD 231, Montreal, Quebec, H4B 1R6. (Confidential facsimile number: 514-848-8766).

In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Confidentiality of applications and nominations is assured.

advised.) In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada only. The University of Western Ontario is seeking a full-time, permanent position in the area of gender and sexuality in film or other contemporary media. Of special interest are candidates with experience in the Hollywood tradition or in network television to teach diverse approaches to cultural analysis and will also have the opportunity to teach advanced workshop courses in video and film production. Applicants should send curriculum vitae, transcripts, and three letters of reference should be sent to: Dr. George M. Logan, Head, Department of English, University of Western Ontario, London, ON N6A 3K6.

**MCGILL UNIVERSITY.** Subject to budgetary approval, the Department of English will make a tenure-track appointment at the rank of Assistant Professor level in the field of Canadian literature. The successful candidate will also be an essay. Minimum qualifications include teaching experience and a strong research record. Note that this position is in addition to the anti-racism position in the same field's previous position.

**THE UNIVERSITY OF NEW BRUNSWICK - The Department of English Literature** is seeking an assistant professor level in the field of Canadian literature. The successful candidate will also be an essay. Minimum qualifications include teaching experience and a strong research record. Note that this position is in addition to the anti-racism position in the same field's previous position.

**THE UNIVERSITY OF NEW BRUNSWICK - The Department of English Literature** is seeking an assistant professor level in the field of Canadian literature. The successful candidate will also be an essay. Minimum qualifications include teaching experience and a strong research record. Note that this position is in addition to the anti-racism position in the same field's previous position.

## LEISURE STUDIES

Applications are invited for tenure-track position at the rank of assistant professor beginning July 1994 in the area of leisure studies. The candidate must have a Ph.D. in the relevant area. The deadline for applications is January 15, 1994. Interested applicants should send a curriculum vitae and the names of three referees to: Dr. Jean Claude Pagani, Chair, Department of Leisure Studies, University of Ottawa, Ottawa, Ontario, K1N 6N5. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of Ottawa is committed to employment equity and encourages applications from women.

deadline for applications is 30 November 1993. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada only. The University of Western Ontario is seeking a full-time, permanent position in the area of gender and sexuality in film or other contemporary media. Of special interest are candidates with experience in the Hollywood tradition or in network television to teach diverse approaches to cultural analysis and will also have the opportunity to teach advanced workshop courses in video and film production. Applicants should send curriculum vitae, transcripts, and three letters of reference should be sent to: Dr. George M. Logan, Head, Department of English, University of Western Ontario, London, ON N6A 3K6.

## EPIDEMOLOGY

**MCGILL UNIVERSITY - The Department of Epidemiology and Biostatistics, McGill University.** The University of Western Ontario is seeking a full-time, permanent position in the area of epidemiology and biostatistics. The successful candidate will also be an essay. Minimum qualifications include teaching experience and a strong research record. Note that this position is in addition to the anti-racism position in the same field's previous position.

## FAMILY MEDICINE

**THE UNIVERSITY OF WESTERN ONTARIO - The Southwest Middlesex Health Centre and The University of Western Ontario** are seeking a full-time, permanent position in the area of family medicine. The successful candidate will also be an essay. Minimum qualifications include teaching experience and a strong research record. Note that this position is in addition to the anti-racism position in the same field's previous position.

## FAMILY SCIENCE

**UNIVERSITY OF BRITISH COLUMBIA - The School of Family and Nutritional Sciences** is seeking a full-time, permanent position in the area of family science. The successful candidate will also be an essay. Minimum qualifications include teaching experience and a strong research record. Note that this position is in addition to the anti-racism position in the same field's previous position.

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## FAMILY SCIENCE

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degree in Family Science/Family Studies or a related program. The program is housed in the Faculty of Health Sciences. The University of British Columbia welcomes all qualified applicants, especially those of aboriginal people, visible minorities and persons with disabilities. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. The position is subject to final budgetary approval. Starting date: July 1, 1994. Closing date: December 31, 1993. A letter of application, curriculum vitae, and a sample of the applicant's written work should be sent to: Dr. Margaret A. Hargrave, School of Family and Nutritional Sciences, 2205 East Mall, University of British Columbia, Vancouver, British Columbia, V6T 1Z1.

## FILM STUDIES

**UNIVERSITY OF MANITOBA - The Department of English at the University of Manitoba** invites applications from qualified persons for a tenure-track position in the field of film studies. The successful candidate will also be an essay. Minimum qualifications include teaching experience and a strong research record. Note that this position is in addition to the anti-racism position in the same field's previous position.

## FRENCH

**UNIVERSITY OF NEW BRUNSWICK - Saint John Campus.** French Applications are invited for a two-year term appointment in the area of French language and literature. The successful candidate will also be an essay. Minimum qualifications include teaching experience and a strong research record. Note that this position is in addition to the anti-racism position in the same field's previous position.

## UNIVERSITY OF ALBERTA

**UNIVERSITY OF ALBERTA - The Faculty of Education** is seeking a full-time, permanent position in the area of French language and literature. The successful candidate will also be an essay. Minimum qualifications include teaching experience and a strong research record. Note that this position is in addition to the anti-racism position in the same field's previous position.

## UNIVERSITY OF ALBERTA

**UNIVERSITY OF ALBERTA - The Faculty of Education** is seeking a full-time, permanent position in the area of French language and literature. The successful candidate will also be an essay. Minimum qualifications include teaching experience and a strong research record. Note that this position is in addition to the anti-racism position in the same field's previous position.

## UNIVERSITY OF ALBERTA

**UNIVERSITY OF ALBERTA - The Faculty of Education** is seeking a full-time, permanent position in the area of French language and literature. The successful candidate will also be an essay. Minimum qualifications include teaching experience and a strong research record. Note that this position is in addition to the anti-racism position in the same field's previous position.

autonchons, des femmes, des membres des minorités visibles et des personnes handicapées. L'Université de l'Ontario occidentale recherche un professeur à temps plein dans le domaine de l'étude des langues. Le candidat idéal aura une maîtrise en linguistique et une expérience en enseignement. Les candidats doivent envoyer leur curriculum vitae, leurs lettres de recommandation et un échantillon de leur écriture à: Dr. George M. Logan, Chef du Département de l'anglais, Université de l'Ontario occidentale, London, Ontario, Canada N6A 3K6.

## UNIVERSITY OF BRITISH COLUMBIA

**THE UNIVERSITY OF BRITISH COLUMBIA - The Department of French of the University of British Columbia** is seeking a full-time, permanent position in the area of French language and literature. The successful candidate will also be an essay. Minimum qualifications include teaching experience and a strong research record. Note that this position is in addition to the anti-racism position in the same field's previous position.

## UNIVERSITY OF BRITISH COLUMBIA

**UNIVERSITY OF BRITISH COLUMBIA - The Department of French of the University of British Columbia** is seeking a full-time, permanent position in the area of French language and literature. The successful candidate will also be an essay. Minimum qualifications include teaching experience and a strong research record. Note that this position is in addition to the anti-racism position in the same field's previous position.

## UNIVERSITY OF BRITISH COLUMBIA

**UNIVERSITY OF BRITISH COLUMBIA - The Department of French of the University of British Columbia** is seeking a full-time, permanent position in the area of French language and literature. The successful candidate will also be an essay. Minimum qualifications include teaching experience and a strong research record. Note that this position is in addition to the anti-racism position in the same field's previous position.

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CAUT BULLETIN ACPPU



NOVEMBER/NOVEMBRE 1993 - 29







assets. Salary range commensurate with qualifications and experience. Appointment beginning January 1, 1994. The closing date for applications is December 31, 1993. Send curriculum vitae and arrange to have letters of reference to be sent to Professor K.S. Brown, Chair, Department of Statistics and Actuarial Science, University of Waterloo, Waterloo, Ontario N2L 3G1, Canada. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of Waterloo encourages applications from qualified women and men, members of visible minorities, native peoples, and persons with disabilities. These appointments are subject to the availability of funds.

**UNIVERSITY OF ALBERTA, Statistics & Actuarial Science.** Applications are being accepted for one tenure track and one 2 year definite term position at the Assistant Professor level in Actuarial Science in the Department of Statistics and Actuarial Science, beginning July 1, 1994. A successful candidate must have a PhD in Actuarial Science or closely related field and be employed or be actively pursuing higher fellowship in the Canadian Institute of Actuaries (CIA), and have the potential to develop an active and productive research program in an area of actuarial science. Industrial experience is also an asset. Duties include teaching undergraduate and graduate level courses, and supervising graduate students. Salary commensurate with qualifications and experience. The closing date for applications is January 31, 1994. Please send a curriculum vitae and arrange for three letters of reference to be sent to: Professor K.S. Brown, Chair, Department of Statistics and Actuarial Science, University of Waterloo, Waterloo, Ontario N2L 3G1, Canada. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of Waterloo encourages applications from qualified women and men, members of visible minorities, native peoples, and persons with disabilities. These appointments are subject to the availability of funds.

## THEATRE

**UNIVERSITY OF CANTERBURY, New Zealand.** Lecturer position in Theatre Studies. Applications are invited for a position in theatre studies as part of the University's International Centre for Drama and Theatre Studies. Applicants should have a PhD in theatre studies, and be experienced in teaching and research in theatre theory and practice and have a PhD in theatre studies. The appointee will be appointed Co-ordinator of the Drama Programme for five years. Reappointment as Co-ordinator for a further term may be agreed. The salary for Senior Lecturers is on a scale from NZ\$20,000 to NZ\$50,000 per annum and for Lecturers on a scale from NZ\$15,000 to NZ\$49,000 per annum. Applications close on 30 November 1993. Further particulars are available on request. Appointment may be obtained from the University of Canterbury, P.O. Box 4800, Christchurch, New Zealand. The University of Canterbury is an equal opportunity employer.

**UNIVERSITY OF BRITISH COLUMBIA - Department of Theatre and Film, Technical Theatre and Design Division.** The Department of Theatre and Film at the University of British Columbia invites applications for a tenure-track position at the rank of Assistant Professor effective July 1, 1994. The successful candidate should have at least an MFA or equivalent in Design, with experience as a university teacher and as a professional designer in two of the following areas: costume design, scenery, lighting. The applicant should be prepared to teach in more than one area of design. Membership in associated Designers of Canada is desirable. The responsibilities of the position will include: graduate and undergraduate courses in design and theory, and designing for the Frederic Wood Theatre Season. Ongoing professional design outside the university will be strongly encouraged. The University of British Columbia welcomes applications from qualified women and men, members of visible minorities, and persons with disabilities. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. Applicants should include a curriculum vitae, a professional resume, an outline of the candidate's design principles and methodology, and the names and addresses of at least three referees.

These should be sent to Dr. E. Durbach, Head, Department of Theatre and Film, The University of British Columbia, Vancouver, B.C. V6T 1Z2. Application deadline: 31 December 1993.

**UNIVERSITY OF BRITISH COLUMBIA - Department of Theatre and Film, Acting/Directing and Theatre Studies Division.** The Department of Theatre and Film at the University of British Columbia invites applications for a tenure-track position at the rank of Assistant Professor effective July 1, 1994. The position is subject to a minimum of five years' experience in the field. The candidate should have at least a Master's degree or equivalent, with experience as a university teacher as well as proven professional experience. The primary responsibility of the position will be to the Acting/Directing program. Instruction and supervision of graduate and undergraduate students, administration of the second year MFA program, and directing productions for the mainstage and studio seasons. Possibilities exist outside the department which are strongly encouraged. Preference will be given to candidates who have strong academic interests in Theatre History and Film Literature and who can also teach some of the Acting courses. The University of British Columbia welcomes all qualified applicants, especially women, aboriginal people, visible minorities, and persons with disabilities. In accordance with Canadian immigration requirements, this advertisement is directed towards Canadian citizens and permanent residents of Canada. Applications should include a curriculum vitae, a professional resume, an outline of the candidate's directorial methods and style, teaching philosophy, and the names and addresses of at least three referees. These should be sent to Dr. E. Durbach, Head, Department of Theatre and Film, The University of British Columbia, Vancouver, B.C. V6T 1Z2. Application deadline: 31 December 1993.

## VISUAL ARTS

**THE UNIVERSITY OF WESTERN ONTARIO, Department of Visual Arts.** Invites applications for a tenure-track or tenured position in Art History, Theory and Criticism effective July 1, 1994. The successful candidate will have the PhD with a specialization in art history and a demonstrated ability to teach and research in the field. The candidate should have a curriculum vitae, a professional resume, an outline of the candidate's directorial methods and style, teaching philosophy, and the names and addresses of at least three referees. These should be sent to Dr. E. Durbach, Head, Department of Theatre and Film, The University of British Columbia, Vancouver, B.C. V6T 1Z2. Application deadline: 31 December 1993.

## ACCOMMODATIONS

**WINDSOR, ONTARIO.** Bed and Breakfast near U of W. Antique furnishings. \$45.00 single \$50.00 double call 1-519-256-9337. Fax: (519) 256-9337. This fully equipped 5 mile La Sorbonne, Notre Dame, RER, metro, quiet, secure, telephone, TV, fully equipped and furnished. 31, 600 metro negotiable. \$145-\$245-0270.

## Out-of-Print Books

**Free Internetation booksearch.** Any computer, life or author found rapidly - no obligation to buy. Private and institutional clients equally welcome. Please send your request to: Book Search, c/o Book Search, 1100, Prince Rupert, Penryn, Cornwall, TR10 9LA, U.K.

## NOTICEBOARD

**PERSPECTIVES ON LEARNING: A Developing Picture.** A most provocative and compelling international education conference - "Perspectives on Learning" - will be held in Vancouver February 17, 18 & 19, 1994 at the Vancouver Trade and Convention Centre. Friday and Saturday, February 18 & 19, features individual workshops with local resource people and keynote speakers including Willard Daggett. "Perspectives on Learning" is an innovative conference at a crucial time. For information information, contact Candace Marshall in North Vancouver at (604) 987-6667, or Sheila Cordeiro in Chilliwack at (604) 733-7768.

**ST. JOHN'S COLLEGE, The University of Manitoba.** is currently inviting proposals for a Canadian Studies Conference on "The Canadian University in the Twenty-first Century" to be held on October 14-16, 1994, at St. John's College, Winnipeg, Manitoba. Contributions are welcome from scholars in all fields of inquiry. The conference theme may be addressed on the basis of traditional theory, or from the perspective of semantic, formal, new historical, poststructuralist and other heretofore. Abstracts accompanied by a one-page c.v. will be accepted until December 15, 1993. Please send abstracts and requests for information to Professor Sheila Hrynkiw, 222 St. John's College, The University of Manitoba, Winnipeg, Manitoba, R3T 2N5. Telephone: (204)474-8101 or (204)474-8531. Fax: (204)474-8101.

**CALL FOR PAPERS: Oct. 14-16, 1994.** North American Conference on British Studies annual meeting in conjunction with Northwest Conference on British Studies, Vancouver, British Columbia. Call for proposals for papers and/or sessions by March 15, 1994. Contact Fred Leventhal, NACBS Program Chair, Department of History, Boston University, 228 Bay State Road, Boston, MA 02215.

**NO CALL FOR PAPERS.** Sponsored by the International Ergonomics Association (IEA) consisting of 26 federal national ergonomics societies around the world, this specialized conference will be part of the XIth Triennial IEA Congress. This Rehabilitation Ergonomics Conference (August 15-19, 1994) will be held jointly with the Rehabilitation related ergonomics issues. General enquiries should be directed to the IEA Secretariat, c/o IEA, Multinational Information Inc., Toronto, ON, Canada M5K 1E7. Tel: (416) 784-9396; Fax: (416) 784-9398.

**THE ROYAL MOUNTAIN COLLEGE OF ARTS AND CRAFTS** will hold a 29th Annual History Symposium March 24-26, 1994. The topic is "Ravens and Global Design: Theories and Strategies". For more information and registration contact Dr. J. E. Morrison or Dr. K. Nelson, Department of History, Royal Military College of Canada, Kingston, Ontario, K7L 5L6, (613) 541-1500.

**LAUNCHING & MANAGING A CORPORATE UNIVERSITY - December 7-8, 1993 - Weston St. Francis - San Francisco.** The conference will focus on the front-end presentation describing how corporations are developing extraordinary rewards and increased productivity by consistently framing their staff in a variety of skills, from remedial math and reading to global management skills. Some of the featured corporations include: Motorola, Delta Corp., General Electric, National Instruments, Sun Microsystems, Southwest Air, Sealed Air, Health Care and Dayton Hudson. Four special workshops will also be available in conjunction with the event. Call 800-882-8684 for registration details and learn discount information.

**HERBERT READ CENTER FOR CONTEMPORARY ADULT CONFINING EDUCATION** in association with the Institute for the Humanities, at Simon Fraser University, is pleased to announce a book review conference, December 3-5, 1993, in Leeds, England. Herbert Read, born on 4 December 1903, was a poet, critic, anarchist, publisher, educationalist, artist, historian of art, and propagandist for modern art and design. This conference will explore his current reputation and his achievement in a variety of fields. Enquiries can be made by phone: 0532 333220, or in writing to: Marilyn Moreland, Department of Adult Continuing Education, University of Leeds, Leeds, LS2 9JT.

**Booklets for survivors, families, partners and professionals about SEXUAL ASSAULT & CHILDHOOD SEXUAL ABUSE**

We have found these publications to be of great help to many of our clients.

For information contact:  
The Victoria Women's Sexual Assault Centre  
306 - 620 View Street Victoria BC  
V8W 1J6  
Tel: (604) 383-5370 Fax: 383-6112

## CAUT BULLETIN ACPPU

## BULLETIN

## CLASSIFIED & DISPLAY ADVERTISING

## ANNONCES CLASSÉES - GRANDES ANNONCES

## DATES LIMITE POUR 1993/94

ISSUE NUMÉRO	CLASSIFIED ADVERTISING ANNONCES CLASSÉES 12 p.m. / 12h00	DISPLAY ADVERTISING GRANDES ANNONCES 12 p.m. / 12h00
JANUARY JANVIER	December 3 3 décembre	December 10 10 décembre
FEBRUARY FÉVRIER	January 7 7 janvier	January 14 14 janvier
MARCH MARS	February 7 7 février	February 14 14 février
APRIL AVRIL	March 7 7 mars	March 14 14 mars
MAY MAI	April 8 8 avril	April 15 15 avril
JUNE JUIN	May 6 6 mai	May 13 13 mai

## Learned Societies Conference

## Congrès des sociétés savantes

## THE UNIVERSITY OF CALGARY

June 3 to 18 - 1994 - du 3 au 18 juin

## THE LAW FOUNDATION OF SASKATCHEWAN

## CHAIR

The College of Law, University of Saskatchewan, invites applications for the Law Foundation of Saskatchewan Chair for the years 1994-95 and beyond. Incumbents will be accomplished legal scholars or other outstanding persons with a background in law and a demonstrated interest in scholarly investigation and practice relating to issues in law and policy. Appointments will be for a fixed term with a possibility of renewal. Terms and conditions are negotiable. Applications, accompanied by a curriculum vitae and the names of three referees, should be addressed to the Dean, College of Law, University of Saskatchewan, Saskatoon, Saskatchewan S7N 0W0.

The University of Saskatchewan is committed to employment equity for women, Aboriginal peoples, visible minorities, and disabled persons.

## UNIVERSITY OF SASKATCHEWAN

## COLLEGE OF LAW

The College of Law, University of Saskatchewan, invites applications for one or more one-year term positions commencing July 1, 1994. The positions are subject to budgetary approval and normally will be made at the Assistant Professor level. Research and teaching at the LL.B. level will be required. Candidates must have completed the Master of Laws degree and have demonstrated proficiency and promise in legal research. Applications, accompanied by a curriculum vitae and the names of three referees should be addressed to the Dean, College of Law, University of Saskatchewan, Saskatoon, Saskatchewan S7N 0W0.

The University of Saskatchewan is committed to equality of employment for women, Aboriginal peoples, visible minorities, and disabled persons. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

## Insured Administrations in the U.S.

The administrations of the following institutions have been censured by the American Association of University Professors. Further information on these censures can be obtained by writing to them at 1012 Fourteenth Street, N.W., Suite 500, Washington D.C. 20005.

Grove City College (Pennsylvania) (March 1963, 15-24) 1963  
University of the Ozarks (Arkansas) (December 1963, 352-59) 1964  
Censure was voted specifically on the Board of Trustees, and not on the institution's administrative officers.

Amarillo College (Texas) (September 1967, 292-302) 1968  
Frank Phillips College (Texas) (December 1968, 433-38) 1969  
University of Central Oklahoma (March 1969, 66-77) 1970  
Southern Arkansas University (March 1971, 40-49) 1971  
Camden County College (New Jersey) (September 1973, 356-62) 1974  
Virginia Community College System (April 1975, 30-38) 1975  
Concordia Seminary (Missouri) (April 1975, 49-59) 1976  
Houston Baptist University (April 1975, 60-64) 1976  
Murray State University (Kentucky) (December 1975, 322-28) 1976  
Blinn College (Texas) (April 1976, 78-82) 1976  
Marquette University (Wisconsin) (April 1976, 83-94) 1976  
University of Osteopathic Medicine and Health Sciences (Iowa) (April 1977, 82-87) 1977  
State University of New York (August 1977, 237-60) 1978  
University of Detroit Mercy (March 1978, 36-54) 1978  
Phillips County Community College (Arkansas) (May 1978, 93-98) 1978  
University of Texas of the Permian Basin (May 1979, 240-50) 1979  
Wingate College (North Carolina) (May 1979, 251-56) 1979  
Olivet College (Michigan) (April 1980, 140-50) 1980  
Nichols College (Massachusetts) (May 1980, 207-12) 1980  
Bridgewater State College (Massachusetts) (April 1981, 86-95) 1981  
Yeshiva University (New York) (August 1981, 186-95) 1982

American International College (Massachusetts) (May-June 1983, 42-46) 1983  
Illinois College of Optometry (November-December 1982, 17a-23a) 1984  
Metropolitan Community Colleges (Missouri) (March-April 1984, 23a-32a) 1984  
Westminster College of Salt Lake City (Nov.-Dec. 1984, 1a-10a) 1985  
Southwestern Adventist College (Texas) (Jan.-Feb. 1985, 1a-9a) 1985  
Talladega College (Alabama) (May-June 1986, 6a-14a) 1986  
Southern Nazarene University (Oklahoma) (Nov.-Dec. 1986, 7a-11a) 1987  
The Catholic University of Puerto Rico (May-June 1987, 33-38) 1987  
Husson College (Maine) (May-June 1987, 45-50) 1987  
Hillsdale College (Michigan) (May-June 1988, 29-33) 1988  
University of Judaism (California) (May-June 1988, 34-40) 1988  
Maryland Institute, College of Art (May-June 1988, 49-54) 1988  
Southeastern Baptist Theological Seminary (North Carolina) (May-June 1989, 35-45) 1989  
Alabama State University (May-June 1989, 46-56) 1989  
Concordia Theological Seminary (Indiana) (May-June 1989, 56-67) 1989  
The Catholic University of America (Sept.-Oct. 1989, 27-40) 1990  
Saint Leo College (Florida) (November-December 1989, 34-40) 1990  
New York University (May-June 1990, 49-56) 1990  
Dean Junior College (Massachusetts) (May-June 1991, 27-32) 1992  
Wesley College (Delaware) (May-June 1992, 24-36) 1992  
The New Community College of Baltimore (May-June 1992, 37-41) 1992  
Loma Linda University (California) (May-June 1992, 42-49) 1992  
Chowan College (North Carolina) (May-June 1992, 50-54) 1992  
Clarkson College (Nebraska) (May-June 1993, 46-53) 1993  
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Savannah College of Art and Design (May-June 1993, 65-70) 1993



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